

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 22

NO. 2

DEMOCRATIC LOYALTIES



The free man is loyal to himself as a human being of dignity and worth.

The free man is loyal to the principle of human equality and brotherhood.

The free man is loyal to the process of untrammelled discussion, criticism, and group decision.

The free man is loyal to the idea of the obligation and the right to work.

The free man is loyal to the idea of the supremacy of the common good.

The free man is loyal to the obligation to be socially informed and intelligent.

—From "The Education of Free Men in American Democracy",
by Dr. George C. Counts.

OCTOBER, 1941

STONY PLAIN



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JOHN W. FRY, Mayor.

The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association

MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton



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Volume 22

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Number 2

EDITORIAL

PHYSICIAN, HEAL THYSELF!

*"The free man is loyal to the process of untrammeled
discussion, criticism, and group decision."*

—DR. GEORGE S. COUNTS.

T will be noted from the Report of the Salary Committee of the Executive published in the previous issue that much good work has been done by the Association during the past few months, and as a result there is considerable progress made regarding negotiation and a decidedly upward trend in remuneration for teachers in the towns, villages and School Divisions. The work has been well worth the effort.

However, in the light of the steep upward curve in the cost of living, (now approximately thirteen per cent higher than at the time war broke out) teachers of Alberta must face the fact baldly that their economic status is actually on the decline and will continue so unless and until salary schedules are at least thirteen per cent higher.

The Executive is grateful, however, for what has been accomplished and for the loyalty manifested by the general body of teachers to their professional organization. One realizes, of course, that it is easy to sit back and criticize and to suggest that "if only this" or "if only that", the campaign might have been much more successful. However it seems not out of place to deal with one or two "if only's".

* * *

F only the teachers could have accepted in good faith what the Annual General Meeting and the Executive knew to be a fact—that a serious shortage of teachers would overtake the province this mid-

summer and that the law of supply and demand would work in favor of the teachers; if only each and every teacher, realizing this, had determined to hold off accepting an appointment with any school board early in the midsummer vacation unless the salary schedule had been negotiated between board and staff; if only the teachers all had had faith in their capability as a group to improve the situation of the whole membership by holding off acceptances: then school boards would have realized that to fill their schools they would necessarily have to attract teachers to their service by increased remuneration.

If only fewer teachers could resist the temptation to "heel" themselves at the expense of their own professional group by sacrificing that professional group, to secure a position in, say, a town or village school at any salary at all, irrespective of impending negotiations between local staffs and school boards; if only there were not these "if only's" and the teaching body were as one; then a much more favorable report might have been submitted by the A.T.A. Salary Schedule Committee.

It is a case, it seems to us, of the sordid desire "Physician heel thyself" being substituted for the ethical injunction "Physician, heal thyself". All honor to those who refused to let their confreres down (and incidentally in the long run to let themselves down) by "heeling" themselves. It is of course the old, old story of individuals or cliques not being prepared to forsake petty advantage for the good of the general body. When the history of these times comes to be written it will be recorded that it was just this self-same tendency at work by individuals and cliques which produced the debacle in France, Roumania, Bulgaria and other countries who for the time being have lost their all in trying to save themselves. Yes, we have Lavals, Darlans, Quislings and Antonescus in the teaching profession, and although there are but few of them, yet there are enough to hamper the will and stall the efficiency and effectiveness of the majority.

* * *

THE Executive can not launch out with that essential sense of security and backing and feel themselves assured that what they do in the interests of the teaching body will approach hundred per cent effectiveness, until the exceptions to the general rule of loyalty become more rare. It certainly has been humiliating during recent weeks for negotiating committees to meet with school boards or to be in conversation with certain superintendents who counter the advocacy of the teacher's representatives with the suggestion that: "We (i.e. the Board) have received all kinds of applications for positions at lower than the rates proposed by your negotiating committees". It may be said in passing that in one case where a board member was asked, "Would you trust teachers who stab their fellows in the back that way?", the reply was somewhat grudgingly but shamefacedly given, "Well, I don't know." It remains for the teachers of the Province

individually and collectively to realize that the profession has no fairy godmother in the shape of a cost of living bonus such as is provided by the Dominion Government orders-in-council for workers engaged in war industries.

* * *

FROM time to time during recent months we have received enquiries from individual teachers requesting information as to whether or not the cost of living bonus they read about in the newspapers applies to teachers, and whether the Executive is doing anything about taking steps to provide for teachers to be brought within the scope of these orders-in-council of the Dominion Government, whereby certain employers are required from time to time to increase the wages of their employees pari passu with the rising cost of living. The answer to these queries can only be that teachers are not affected by this regulation and that it is impossible to do anything about it.

In the first place, teachers can not be held to be engaged in a war industry. Again, the constitution of the Dominion of Canada, the B.N.A. Act, places legislation affecting education solely within the jurisdiction of the respective Provincial Governments; in other words, even were teachers or workers in education classified as engaged in war industry by Dominion Government order-in-council, that order-in-council could not be enforced, for in this particular respect it would be unconstitutional.

It may be noted in passing that many business concerns and other employers have, without any legal compulsion whatever, carried out the spirit of the orders-in-council and are granting increased cost of living bonuses to their employees; also, there is a measure of exultation that the odd school board in this province has done likewise. However, teachers must face the bald fact that this worthy tendency is by no means epidemic amongst school boards; in fact we have actually a case on record where a divisional school board is persisting in an endeavour to discount the schedule in effect in 1939 and 1940 to the extent of seven per cent. One or two of the school boards have grudgingly (in most cases very grudgingly) conceded the restoration of part of the cut in the salary schedule previously in effect, to the extent of one or two per cent.

* * *

THE efficiency of any campaign for bringing teachers out of the economic morass which surrounds them at this time can only be comparative to the collective support they place behind those who have been elected to pilot them through. Teachers who go ahead and 'grab' at positions irrespective of the expressed will of their own supreme authority are making a bow to anarchy and self-destructive elements. They put their professional organization in a position of indignity and furnish the opportunity for school boards to titter at the teachers. Teaching Profession—Heal Thyself!

TEACHER SHORTAGE

WHEN the schools were ready to open this fall it was found that in many part of the Province it was impossible to secure properly qualified teachers. The Department went through the possible personnel with a fine-tooth comb. However, it was realized that after due consideration had been given to dealing leniently with teachers with lapsed certificates, the danger confronting education and the teaching profession in this Province was a revival of the old pernicious system of issuing permits. After every possible source of qualified and near-qualified teachers had been drained, there were approximately 120 rooms closed because no teachers were available.

* * *

ON looking over the list of teacherless schools in the different School Divisions no very acute observation is necessary to diagnose direct relationship between the salary schedule of the Divisional Board and the number of vacant rooms within that area. For example, there are two Divisions in the north-eastern part of the Province where geographical and other conditions are almost identical. In one of these Divisions where the assessment per room is slightly lower than in the other they have a fairly respectable salary schedule; the other divisional schedule is less generous. There is but one vacancy in the former Division and nine in the latter. Comparison between Division and Division throughout the Province reveals the same direct bearing of a poor salary schedule on the shortage of teachers. While realizing that there are odd cases where the Divisional Board is doing its very best, having regard to their own available resources to pay their teachers, the fact remains that the School Divisions who pay well get the teachers, and those who don't or can't, are experiencing difficulty. One or two exceptions might be quoted where School Divisions close to a large centre such as Edmonton have an advantage over the outlying districts because of their convenient location to home, and possibly also because of the ready availability of the Superintendent or school board members for approach, or being approached by unplaced teachers located in the cities during the summer months.

* * *

THE Department of Education and the Minister who approved the recommendations of the Certification Committee are to be heartily congratulated on what looks like a fine experiment, avoiding a revival of permits by the linking up of the vacant schools with the teacher training service. Of course no scheme where teachers not fully qualified are permitted to practise can be considered satisfactory. Nevertheless the next best thing to do surely must be to meet the situation part way. The planned "Apprentice Service System" under the direction of the Department of Education is miles ahead of putting the children at the mercy of any pathetic crock who wants to get into the schools to teach, whether qualified or not.

The scheme briefly outlined is to link up the Normal Schools and Normal School students with the vacant rooms existing throughout the Province. The proposal gives current trainees from Normal Schools the opportunity of volunteering to go out to the vacant schools after five weeks' intensive training in the Normal Schools in the procedures of the new school programme. On their return to Normal School at Christmas they will be replaced by a second group of trainees in January and a third group at Easter. The trainees will work under the direction of Normal Schools and the Divisional Superintendents. The Normal Schools will give counsel and direction throughout the period of service. In some cases it may be expedient for a Normal School instructor to visit a group of trainees in the field and give them special assistance. It is assumed also that the Superintendents will give as much time as they possibly can to the supervision of the trainees. Maybe the divisional staff can be so organized as to arrange for these trainees to be placed in a certain block of schools within the Division so as to facilitate the Normal School counsellors' work and frequent check-up by Divisional Superintendents.

It is proposed that the school boards will be induced to meet the cost of this service at the minimum rate of salary per teaching day that would be paid in accordance with the salary schedule of the Division. The Department will advance sufficient money to take these students to their schools and properly establish them. Each student may be provided with a small sum to cover personal expenses, and board and room will be paid as well as return transportation. A proportionate part of the tuition fees at the Normal School will be remitted to each apprentice teacher and the balance will be divided up amongst the whole body of trainees—a kind of pool. This balance will mean roughly \$1.00 per teaching day for each apprentice teacher while in the field.

* * *

THE Executive of the Association feels that something calamitous has been avoided for education and the teaching profession, in that the boys and girls of this Province will not have to be submitted to the tender mercies of persons with no professional training whatsoever, such as the holders of permits. It may be that in order to create a block of schools in which the trainees may serve, certain of the teachers on the staff will be required to move to another school for the time being. In some cases that may not be a very inviting prospect. However, during these times of crisis school boards, teachers and all concerned must be prepared to sacrifice something to meet the state of emergency prevailing, and the Executive therefore makes this an appeal to the esprit-de-corps of the A.T.A. membership that all will do their best without any protest whatsoever to make this scheme workable and successful. It is presumed, of course, that if a teacher is required to move from his present school to make way for an apprentice teacher, his removal expenses shall not be borne by himself.

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By T. Herdman

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*Authorized by the Department of Education in New Brunswick for Grade 7.

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Progress Report of A.T.A. Committee On Democracy

(By resolution of the last Annual General Meeting an A.T.A. committee was set up to prepare a creed for Political Democracy. The following is the first report of the committee which is convened by Mr. A. J. H. Powell of Edmonton.)

In the course of discussions during the week-end June 6-8, 1941, with Dr. Smith, Dr. Sansom, Messrs. Barnett and Powell present, the following tentative plans were laid, based upon a five-fold objective, viz.:

(1) To simplify the subject and bring it within the power of discussion of ordinary people who make up any political order.

(2) To focus attention of our own electorate upon the process of reform by ballot.

(3) To head off tendencies towards government by armed gangs.

(4) To advance constructive suggestions for making democratically elected governments work promptly and positively.

(5) To direct teachers more precisely as to their proper contribution towards the success of political democracy.

A. Articles. It was agreed that the committee can contribute little of value to what has already been written on a lofty intellectual plane; everything that needs to be said has been said for the benefit of trained philosophic minds. It needs to be said over again in the language of the man in the street. It was agreed that the committee should try to do this by means of a series called "Letters to Bill", to which not only the committee members, but readers at large,

should be free to contribute (within editorial control of course).

B. Display Items. It was agreed that some positive educational results might be obtained by supplying wall-cards on the theme of Democracy, to be displayed in classrooms throughout the Province. The committee asks for the permission of the Executive to incur expenses in an experiment of this kind.

C. A Creed of Democracy. There is not yet unanimity of view on the value of a form of words to express what we stand for, and it was felt that this might well stand over until part A of the plan has developed a little.

D. Library. It was agreed that suitable additions should be made to the A.T.A. Library, and reviewed in the Magazine from time to time.

* * *

The undersigned has received from one or two quarters the suggestion that Democracy needs a symbol. The Swastika stands for something; when it appears in whitewash on an Alberta town-hall there's no doubt as to the allusion. The Union Jack stands for something too—but it is a national flag and so cannot represent the Democratic ideal in the U.S.A. The "Old Glory" has the same limitation. Someone might do civilization a great service by finding the exactly-right symbol for a free people freely working out its destiny.

A. J. H. POWELL.
Convener,
A.T.A. Committee on Democracy.

SUGGESTED WALL-CARDS

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Whilst I am here I will learn to live in friendship with my companions and to respect their property, their comfort and their dignity. I will remember that their happiness means as much to them as mine does to me.

I will keep it in mind that the lessons I learn and the tasks I have to do are intended to make me useful and free; useful as a worker in the world's industry, and free to go out and meet the world's opportunities with confidence in my own skill and intelligence.

* * *

When I leave this School for Democracy and go out into the world, I will take my part as a citizen in the management of my country. I will use my vote always, and I will never sell it

for any personal advantage. I will try to understand the causes of human want, failure and suffering, and I will work and vote as wisely as I can to bring a life of health, comfort, and usefulness to myself and to my fellows.

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The Schools Attack Latin America

Report of the

Workshop on Latin American Studies, N. E. F. Conference,
Ann Arbor, Michigan, July, 1941

By Miss ANNA K. MICHAEL, Edmonton

A WAVE of Pan Americanism is sweeping the schools of the United States. And understandably so. The strengthening of Pan American defences against totalitarian aggression, "Hemisphere Solidarity", and "The Good Neighbor Policy" are turning public attention south of the Rio Grande. Our Canadian pupils know little about their neighbors to the far south. I doubt whether many of us have ventured enterprise south of Mexico. But the talk of establishing Canadian consulates in Latin America and the publicity being given to the Canadian trade mission to the South American countries are stimulating interest in the southern half of our hemisphere. Leading educators agree that we need to study Latin America, not only because of the emergency caused by World War II, but also to correct permanently a "blind spot" in many curricula.

To provide an opportunity for the interchange of ideas and sources of materials on Pan American countries, a Workshop on Latin American Studies was held at the International Conference of the New Education Fellowship which met at Ann Arbor, Michigan this summer. There were present at the conference seventy-five delegates from Central and South America, a number of whom spoke English. It was possible to have several attend the workshop, answer questions about their countries and peoples, and suggest the most authentic sources of information—written in English or available in translation.

The members of the workshop met in two groups, Elementary and Sec-

ondary. From each group it was hoped to compile material of two types:

1. An annotated compilation of source materials available to classroom teachers.
2. A number of sample units on Latin American topics.

Such a body of material has emerged in the form of a 157-page mimeographed report. It is now my purpose to present in as brief and practical a form as possible the highlights of this report.

In order to devote greater space to type I material, I shall summarize the trends in Latin American units.

(1) Enterprises tend to be shifting from regional to functional units, e.g. The Pan American Highway, The Llamas Help to Develop Incas Culture, Pan American Relations, The Americas Get Together; rather than Mexico, Brazil, etc.

(2) The functional aspect is also indicated by the types of approach suggested, e.g. through food—bananas, chewing gum, chocolate bars, etc.; through current news, through defence, and defence industry needs—rubber, bauxite, etc.; through bird migration; through the celebration of a South American holiday—Pan American Day, April 17; through seasonal changes exactly the opposite of ours; through Latin American influence on our styles.

(3) Children are always interested in other children, their daily lives (food, clothing, shelter), their schools (education), their games (recreation) their arts and crafts, dancing and festivals (expression). The human in-

terest attack is the logical one. Suggestive units are available and will be mentioned later.

Now for Type 2 material. The best way for teachers to keep abreast of the latest materials and developments in the Latin American field is to ask to be put on the mailing list of *Among Us*, the newsletter of the Committee on International Relations of the National Education Association, 1201 Sixteenth Street N.W., Washington, D.C.

Miss Lili Heimers, Director of Visual Aids Service, State Teachers College, Upper Montclair, N.J., has prepared and is now revising *Pan Americana*, a 29-page mimeographed booklet containing descriptions and sources of all types of aid on Latin America—maps, films, correspondence, costume, food, etc. Its value far exceeds its price (50c).

Pan American Union, Washington, D.C., is a third prolific source of Latin American information and materials. Miss M. Elizabeth Barry of the Union was a very active member of the workshop and gave her assurance that the resources of the Pan American Union are at the disposal of Canadian teachers. The Bibliographic Series of Pan American Union includes these two items which relate directly to teachers and pupils:

No. 4—Selected List of Books in English on Latin America (published 1939, 25c).

No. 25—Children's Books in English on Latin America. This is an annotated bibliography of 324 titles with suggestions as to grade placement. It is arranged by countries and geographical division, and includes fiction, folklore, history, geography, and description. (Published April, 1941, 48 pages mimeographed, 50c).

Pan American Union also makes available the following series of illustrated booklets, each costing 5c:

The "American Nation Series" has a booklet on each of the 20 republics.

The "American City Series" has a booklet on each of the 25 leading cities.

The "Commodities Series" covers 23 leading products from Alpacas to Yerba Mate.

Newest of these series, "Children of the Americas", is not yet ready for distribution. This series designed for very young readers, age 6 to 9, is being organized, not geographically, but around children's interests.

Memoranda on Latin American music, Christmas customs in Latin America, national heroes, etc., are distributed by the Union, as are also two printed radio scripts, "Great Names in Latin-American History" and "A Tribute to Pan America".

"The Americas: A Panoramic View" (1939, free) includes an historical sketch, as well as sections on geographic features, political institutions, products and industries, transportation, education, and culture.

Pan American Union is now preparing units of study for both elementary and secondary schools, to be issued sometime this autumn.

Having indicated the scope of the material distributed by Pan American Union, may I suggest that you send a request for a complete list of their publications.

The United States Office of Education, Federal Security Agency, Washington, D.C., are now preparing units of study for both levels, *Latin American Studies in Schools*. Their pamphlet *Hemisphere Solidarity*, which indicates subjects of interest to high school students will be sent upon request.

Richard M. Perdew of Bronxville Schools, New York City has just completed for the Co-ordinator of Inter-American Affairs, Washington, D.C., a project entitled "Latin America, A

Project Composed of Three Units for the Senior High School"—75 pages of first rate material. A paragraph from its introduction is its best advertisement:

"This project, like a restaurant menu, offers both table d'hôte and à la carte meals. Part I suggests three units, of about six weeks each, with definite text-books, activities, etc. Part II offers a wide selection of sources of materials and activities from which schools may fill their individual needs."

This report is being distributed by the Advisory Commission to the Council of National Defense, 444 Madison Avenue, New York City.

A 30-page study unit based on the lore and life of Brazil can be obtained from Junior Programs, Inc., Educational Guidance Committee, 37 W. 57 Street, New York City (\$1.00). It consists of a Brazilian play, "The Emperor's Treasure Chest", plus source lists for reading and materials for social studies, science, music, art, home economics, and other subjects.

The Foreign Policy Association, 22 E. 38 Street, New York City have published several "Headline Books" dealing with Latin America which can be obtained for 25c each. These three are recommended: Goetz and Fry, *The Good Neighbors*, 96 pages, September, 1939; McCulloch, John, *Challenge to the Americas*, 64 pages, October, 1940; Rauschenbush, Joan, *Look at the Americas*, 64 pages, November, 1940. The first presents a brief, easy-to-read account of the history of Latin America. The second is a presentation of the problems confronting the western hemisphere, and how the Havana Conference of 1940 dealt with them. The third is valuable for the study of South American geography — topographical, political, economic and social. It contains 25 maps and charts, 13 of which can be obtained in a larger size (18"x24")

for display on the bulletin board (\$1.00 for the set). These booklets are very usable by high school pupils for reference purposes (they are too full of statistics to be swallowed whole) and they provide essential background material for elementary teachers.

The American Red Cross, Washington, D.C., have issued a booklet *The American Neighbors*, 10c, which can also be used as a text by high school pupils. It provides a splendid introduction to the problems and culture of the countries below the Rio Grande.

It can be supplemented by the March, 1941 issue of *Survey Graphic* (Order from Survey Association, Inc., 112 E. 19th Street, New York City; 50c or 3 for \$1.00.) This magazine is not prepared especially for schools, but it is very valuable for its articles and pictures. Its authors include some of the best writers on Latin America.

Building America, 2 W. 45 Street, New York City, Vol. V No. 1 *Our Latin American Neighbors*, 30c, also contains excellent pictures, many of which show the great contrasts in Latin America.

Between 1937 and 1940 seven articles on South America appeared in *Fortune*, Time Club Bureau, 9 Rockefeller Plaza, New York City. These have been issued in reprint, 50c. For the benefit of those who have access to back numbers, the issues in which they appeared are: The Continent (December, 1938), Argentina (July, 1938), Brazil (June, 1939), Chile (May, 1938), Peru (January, 1938), Venezuela (March, 1939), Twenty Nations and One (September, 1940).

Attractive, brightly colored maps and charts of Latin America are obtainable, but this type of material is always expensive. However, for stimulating pupils' interest and creative instinct they are priceless. These are the more inexpensive ones:

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Educational Research Bureau, 1321 M Street, N.W., Washington, D.C. **Pan American Histo-Graph**, a chart in colors visualizing the rise of the American republics, 1492-1940, 25c.

Pan America at a Glance, chart 17" x 22", showing boundaries, capitals, etc. A good map of the Pan American Highway, 10c.

Ben F. Crowson Publications, Colorado Building, Washington, D.C. **Our Southern Neighbors in Review**, a two color chart, 34" x 28" covering current phases of each of the Latin American republics, \$1.00. Same, in black and white, 17" x 22", 15c.

Foreign Policy Assn. maps and charts to accompany Headline Books—previously mentioned.

R. R. Bowker Co. 62 W. 45 Street, New York City, **A Map of the Americas**, 23" x 36", \$2.00.

A certain amount of material (maps, posters, booklets, etc.) can be obtained free from travel and shipping agencies. Try some of these:

Pan American Airways, Chrysler Building, New York City. Grace Line 10 Hanover Square, New York City. Moore McCormack Steamship Lines, 504 Whitehall, New York City. Panama Lines, 24 State Street, New York City. Standard Fruit Company, 11 Broadway, New York City. International Railways of Central America, 52 Wall Street, New York City. Coffee Growers, 120 Wall Street, New York City. Brazilian Matte Institute, 120 W. 42nd Street, New York City. Brazilian Information Bureau, 551 Fifth Avenue, New York City. National Railways of Mexico, Bolivar, No. 19 Mexico City.

I believe that the following pamphlets and newsletters will be sent free upon request:

Pamphlets:

1. **For These Americas**, Educational Policies Commission, Washington, D.C.
2. **Our Neighbors North and South**, Carnegie Endowment for International Peace, 405 W. 117 Street, New York City.
3. **South America's Trade**, Foreign Commerce Department, Chamber of Commerce of the United States, Washington, D.C.

Newsletters:

1. **Among Us**, previously listed.

2. **Looking at Mexico**, office of the Standard Oil Company, 30 Rockefeller Plaza, New York City.
3. **Mexican Newsletter**, Foreign Information Bureau, Paseo de la Reforma 18, Mexico City.
4. **Newsletter**, Chamber of Commerce of the United States, Avenida Saenz Pena 567, Buenos Aires, Argentina.
5. **Weekly Digest**, P.O. Box 849, Havana, Cuba.

The Bibliographical Committee of the Elementary Section of the Workshop lists alphabetically and annotates these books which have actually been used with success in their schools:

1. Adamson, Hans Christian. **Lands of New World Neighbors**. New York: McGraw-Hill, 1941, \$2.75 (Gives background material for the School or the Air of the Americas. It includes history, records of New World civilizations, geography, and the lives and deeds of great men in the Americas).
2. Finger, Charles. **Tales from Silver Lands**. Garden City, L.I.: Doubleday, Doran & Co., 1924. \$3.50 (Folklore for children age 6-12).
3. Hutchinson, Ruth. **The Blue Butterfly Goes to South America**. Chicago: Albert Whitman Co., 1940. \$2.00 (Trip from New York to Bolivia with city and country life described—suitable for ages 8-12).
4. Lathrop, Dorothy P. **Presents for Lope**. New York: Macmillan, 1940. \$2.00 (The story of a South American squirrel in North America—suitable for very young children).
5. Rothery, Agnes. **South American Roundabout**. New York: Dodd, Mead and Co., 1940. \$2.00. (A travel book with a background of history and legends—suitable for children from 9 to middle teens).
6. Webb, Campbell and Nida. **The New World Past and Present**. Chicago: Scott, Foresman, 1938. \$1.86. (A unified course in history and geography for elementary schools. Grades 5 and 6).

Following this general list, the committee devotes five pages of the report to an annotated bibliography of books pertaining to particular Latin American countries—from two to five

titles per country. It is not feasible to reproduce that list here—but it may be obtained by applying to the writer at 10256 148th Street, Edmonton.

The Copp Clark Co. Ltd., Toronto, have just released a "New World Neighbors" series of eight social studies readers, which are written for children from 9 to 14 years, are generously illustrated and are listed by the School Book Branch at 40c. The titles in order of reading difficulty are:

Kimbi, Indian of the Jungle, by H. L. Williams.

Letters from Guatemala, by Delia Goetz.

Around the Caribbean, by Burglon, Glazer and Phillips.

Exploring the Jungle, by Waldeck.

The Gaucho's Daughter, by Katherine Pollock.

Riches of South America, by Von Hagen.

Boys of the Andes, by Desmond, Wood and Malkus.

Along the Inca Highway, by Malkus.

The Secondary Workshop Committee suggests several books which might be used as general reading books on the intermediate level. They are:

1. Goetz, Delia. **Neighbors to the South**. New York: Harcourt Brace, 1941. 302 pp. \$2.50. (Description of twelve South American countries with a chapter on their heroes. Grades 7-12.)
2. Rothery, Agnes. **South American Roundabout**. (See elementary list.)
3. Sanchez, Nellie Van de Grift. **Stories of the Latin American States**. New York: Crowell, 1934. 390 pp. \$2.50. (Summary of each country's history, including the islands of the Caribbean, with notes on present conditions. Grades 7-10.)

Many books which might be used extensively for special topics are listed. This list is also available upon application. An excellent reference shelf

of 132 books for senior high school pupils is included in Mr. Perdew's project mentioned earlier in this report.

It takes time to build up a library of Latin American books in a school. To meet the need in the meantime, here is a suggestion. The librarian of the Edmonton Public Library was approached, and was eager to co-operate with teachers interested in introducing South American enterprises into their classes by establishing a Latin American bookshelf in the children's department of the library. Could not this be done in other centres?

We teachers, with our pupils, have before us the thrilling adventure of discovering Latin America. It isn't a day's work nor yet a year's work. As the reforestation worker, planting out his one hundred years' crop, looks far into the future to see the results of his labor, so we, regarding Latin America as a one hundred years' haul, can set out in this year of increasing hemisphere consciousness to make the acquaintance of our neighbors to the far south.

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Education and the Public

By DR. KENNETH F. ARGUE, School of Education, University of Alberta

AMONG friends one sometimes allows his enthusiasm a full conversational reign. I guess I have done that on the subject of public relations programs for education. Just when I had a perfectly grand opportunity to hold my tongue—topics for discussion in A.T.A. articles were being considered—I muttered something about public relations. The response was so rapid that I was caught completely off guard. . . . "Would you write something about it" . . . etc. A number of questions were raised: "What are good public relations techniques in education? What are the basic principles? How is it done? But, are these questions first in order of importance? There are, of course, certain rules—if you choose to call them such—as, for example, that a good product is its own best public relations counsel, that the psychologists' "laws" of association are cardinal public relations principles, that good public relations programs are both planned and continuous; etc., etc.

But we do not need to be told that good public relations programs for education must start with good schools; we know that. We also know that Alberta has good schools. By and large—and on the average—Alberta has good schools, very good ones. But, are they good enough? Can they not be improved? Must they not be improved if they are to equip our students for this chaotic and critical age?

How then may teachers hasten this betterment of education in Alberta? I think one thing stands out with neon clarity. We can't do much alone. We must have the co-operation, yes and co-leadership, of the public. It seems

obvious, then, that one of our many urgent responsibilities is that of making sure that the public, in matters educational, is abundantly informed. We should make sure that it gets the facts—all the facts, and that it gets them often.

Of course, the public knows many things about its schools already. It knows that it pays their bills. It knows teachers' wages come out of its tax dollars. Of such things it is acutely conscious. But is it equally conscious of the services rendered by the schools for their share of the tax dollar? Does it fully comprehend education's ability—yes, and eagerness to render still greater public service? Is the public actually convinced that education more than pays its own way, that it is less revenue consuming than revenue producing? If it is not convinced of these things, it is potently clear that all members of the teaching profession have a job of extra-curricular education meriting immediate attention. For in a democratic country such as our own the control of public education is a vested right of the laymen—not professional educators. What laymen—or their elected representatives—think about the larger matters of educational policies determines what is done and what can be done. Hence it would seem perilous for the schools to neglect their adult public. Rather they should actively seek public understanding.

What are we doing in Alberta? Are we constantly inviting the public to sit in with us to think about educational problems? Are we keeping our public with us? If we are "ahead" of them, we are courting difficulties.

If we have gone off at a tangent, we merit checkmating. The contention is, of course, that educators and public must, with common purpose, move forward together.

This community of interests and purpose does not just happen, but many contend that with conscious effort it can be achieved. Numerous agencies or devices such as the following have been suggested: Parent-Teacher Associations, community-centred schools, school newspapers, frequent press releases, visiting teachers, effective programs for education week, public information bulletins, radio talks, etc.

Probably you are already using several of the agencies listed above to vitalize your public relations program—or whatever you choose to call it. If you are finding some of them particularly useful, or if you have developed new public relations techniques that are effective, would you

write to me in care of the Alberta Teachers' Association so that other teachers may benefit by your experiences. Space in *The A.T.A. Magazine* is available for a public relations or school and community column, if you wish one and help to write it—as you may do by sending in copies of the public relations materials you are using or are planning to use. Perhaps through group thought and effort we may help one another with this vital public relations problem—if you agree that it is one of our vital problems.

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WHAT INFORMATION IS USABLE AND NECESSARY IN GUIDANCE WORK?

Article No. 2 in Guidance Series

G. C. French, M.A., Edson

A PERTINENT, accurate and relatively complete body of knowledge about pupils is necessary for successful guidance work. Without such knowledge an adequate program of guidance cannot be carried on. There is much valuable information which can be obtained about pupils.

To obtain adequate information about each pupil's educational development should be relatively easy. Nearly every school gives its pupils intelligence tests and achievement tests in skill subjects, and retains for each pupil the scores which he has made in each subject in each grade. Too seldom, however, has the school kept these records together for each pupil, with the result that teachers in higher grades have little information about the pupil's progress in the previous grades. In addition to this test information, it will be necessary to know much about the pupil's specialized interests which may be developing so that vocational plans may be indicated and may be formed.

There is also much personal information needed about each pupil. Much should be known about each pupil's general health, his physical development, about his physical defects and what is being done about them, his illnesses and other important health facts. Again much must be known about each pupil's emotional development, about his emotional stability and maturity, about those emotional disturbances which influence the attitudes which children have to so many phases of their lives. This field of mental health and

personality development is becoming recognized as a highly important aspect of the educative process. Our increasingly complex and tense civilization, together with recent social and economic upheavals and changes, are producing greater attendant mental strain. In guidance work much attention must be given to this important field.

It will be necessary also to know much about the influences operating within the school. In this area the teacher is able to do more guidance, because he is able to direct the interests of the pupil to those activities in which he is interested and through which he may develop. These activities are important because they serve to locate and to develop the pupil's interests and abilities. Again they serve as a means of developing the pupil socially. Through the social contacts, participation in social activities, and through the acceptance of the responsibilities of leadership and group activities, the pupil can be guided to become socially well-adjusted. Not only will it be possible to know pupils better through the part they take in school activities, but it will be possible through wise use of the influences of these activities to bring about the right type of development for each pupil.

It will be necessary to know much about the home background of each pupil. Home and parental influences are powerful factors affecting the development of children. The attitudes and behavior of children are often the result of the restrictions or lack of restrictions placed on them by their parents, the result of their relations with their brothers and sisters, or the result of not having other children in the home. The standard of living in the home, the rela-

tion between father and mother, the parents' interest in and co-operation with the school and community, their religion or lack of it, their national culture, their education, their financial status, the occupation of the father, and many other factors play an important part in the development of pupils.

Community relationships, community interests and experiences are powerful factors in the growth of pupils. Before these pupils enter school and after they enter, they play with the neighborhood children in their backyards, in their clubs, in the various recreational facilities in the community, and on the streets. This environment influences their development, whether for better or for worse, and shows itself in the behavior patterns found in pupils at school, in the attitudes, interests and in the needs of these pupils. No teacher can work with pupils in any satisfactory way without knowing something about these community influences, making use of them if the effects are good, and attempting to eliminate the causes if the effects are bad for the pupils.

If teachers have these data available, they will the more readily have a guidance program which meets the students' interests, needs and capacities—the crux of a guidance program.

Note—CBC Child Guidance Broadcasts are announced on page 59.

Appeal to Teachers

Mr. John W. Barnett,
Sec.-Treas. Alberta Teachers'
Association,
Edmonton, Alta.

Dear Mr. Barnett:

As Provincial Chairman of the Alberta War Savings Committee I am appealing through you to the teachers of the Province for their whole-hearted support in further stimulating interest in War Savings.

A resolution was unanimously passed that I bespeak the co-operation of you and the thousands of teachers in Alberta in this great national effort, and that our appeal for this 100 per cent support appear in the columns of *The A.T.A. Magazine*.

Needless to say, Mr. Barnett, we cannot stress too strongly the important part war savings is taking in our national effort and feel that the teachers, not only through their own savings, but through their influence with the school children, can play a most important part in increasing the sale of War Savings Certificates.

Yours very truly,

JOHN BURNS.
Provincial Chairman,
War Savings Committee.



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Compulsory Membership in the Teachers' Association

C.T.F. BULLETIN No. 2

(Note: This bulletin is in response to a request from New Brunswick for a full brief on the subject. It may be of value also to the six other Provincial Associations whose membership is still voluntary.)

We use the word "compulsory" here in order to come right to grips with the argument. Other terms—automatic membership, statutory membership, 100 per cent membership—may be employed, but the essence of the matter is that in Alberta and Saskatchewan every person who teaches in a state-controlled school for educating children must be a member of the Provincial Teachers' Association, whereas in other provinces he may or may not be a member.

Not a Mere Debate. Nothing can be gained here by mere annihilation of arguments and counting-up of residual points. The writer is an Albertan strongly convinced that Compulsory Membership is of very great value, but he does not hope to advance that opinion by proving that a counter-opinion is mere folly and the holders of such opinion fools. The issue is a provincial issue complicated by all sorts of local conditions; and the good faith and good sense of provincial teacher-leaders in weighing those conditions must of course be assumed.

Why Have Compulsory Membership?

I. A vigorous Provincial Association does a great many things which benefit not only its members but all the teachers within the province. For the non-member as well as the member, the Association fights in defence of salaries, negotiates pension schemes, improves conditions of employment

and tenure, and obtains redress of all sorts of grievances relating to certification, summer schools, teacherages, sick pay, salary in arrears, etc. All this may amount in twenty years to a marked transformation of the teacher's lot, or (as in the past twelve years) it may prevent the utter collapse of the teacher's livelihood under the stress of economic depression. Towards such a result the professionally-minded member contributes his money, time and service, while the non-member contributes nothing. Both, however, benefit equally. Since it would be impossible to confine the benefits of teacher-association to a portion of the teaching-body, it seems just that all teachers should pay their shot.

II. In most provinces the teacher's support of his Association may be determined more by geography than by volition. In the city he is sure to receive a personal, persistent canvass; off in the mountain valley or the rural settlement he may receive at most a circular letter at a time when he is short of funds, or has not a stamp, or cannot get in to a post office. Hence a constant tendency for the Provincial Association to be run by and for the urban membership, even though the most chronic, rankling abuses are those suffered by rural teachers. (In Alberta all membership fees are now remitted directly to the A.T.A., the teacher having the appropriate deduction made each month from his salary). A democratically-functioning Provincial Association requires the inclusion and representation of all.

III. Compulsory Membership removes a great deal of mental dis-

comfort. Under the voluntary set-up the canvasser—especially among lower-paid teachers—has a thankless and distasteful job which must be done year after year. The teacher who "gives in" to the canvasser has the feeling of inferior will-power familiar to all of us who part with good dollars to a man at the door; and in addition, she is the subject of mild ridicule by fellow-teachers who resist the canvasser. And even these last, the hard-boiled non-members, are for the most part decent people who know in their hearts that they ought to sign up, but never have enough money to go round; hence they have to rationalize about their refusal. After a few years of this sort of thing, everybody concerned — canvasser, member and non-member alike—may well be found eager to adopt once and for all a system which ends the undignified peddling of memberships without hardship to anybody. That was the writer's experience six years ago when he offered ballots to a rural teachers' convention in a comparatively impoverished inspectorate. He did not have to make any appeal; 72 teachers out of 72 voted in favor of Compulsory Membership, and did it with great zest.

IV. The release of Association personnel and machinery from the endless job of rebuilding its membership opens new fields of constructive endeavor. The professional magazine goes to every teacher, and by courtesy of the Association becomes a vehicle for regular bulletins of the Department relating to certification, curriculum, text-books, summer school plans, changes in examination policy and other matters. Closely-budgeted Departmental officers no longer face an expense of several hundred dollars every time they want to circularize the teachers.

Under the voluntary system the Association is preoccupied each fall

with the task of sending out membership-boosters to every Inspectorate Convention. In Alberta, by contrast, the Provincial Association now directs this expense and effort entirely to the provision of top-ranking speakers. Last year for example, three eminent American educators were brought into intimate touch with teacher groups from the Montana border to the Peace River, meeting with some 5400 out of 5900 teachers in a milieu suitable for group-discussion.

The inclusion of all teachers in the Association may, if disciplinary powers are wisely bestowed and discreetly used, raise the standard of professional ethics very greatly. When Teacher A uses obscure means to unseat Teacher B and occupy her place, there is very little that an Association based on voluntary membership can do about it. When a teacher decides, after signing a contract with School X, that School Y is preferable and takes steps accordingly without regard for anyone's inconvenience, there is very little that an Association based upon voluntary membership can do about it. Such an association can have no authority over non-members, whereas an Association based upon Compulsory Membership with well-guarded disciplinary powers can and does maintain a high standard of practice in teacher-teacher, teacher-pupil, and teacher-schoolboard relationships.

V. Compulsory Membership means, or should mean, financial strength. "Money talks; money makes the mare go." The disposition to run Pro-

PIANOS — MUSIC AND
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vincial Associations on a shoe-string is deplorable, and shows a very warped judgment of dollar values on the part of teachers. The operation of a 15-room city school costs from \$30,000 to \$80,000 per year (varying with locality and grades offered). There is no reason why a Provincial Association serving from 3,000 to 8,000 teachers should have to worry along on less than the \$30,000 figure. Any one of a dozen insurance branches in the larger provincial cities would have as big an overhead and not render any more service. Given Compulsory Membership (plus a resolute front against the ensuing drive to cut down fees), an Association can spend real money. It can build up a modern professional library, with free mailing facilities to all members. It can make research grants to members doing graduate work at the University. It can build up a substantial reserve for unforeseen emergencies. It can keep local associations and individual members much more closely acquainted with matters affecting their interest, by means of the magazine and of mimeographed literature. It can reimburse the travelling expenses of delegates to the Annual General Meeting, in this way greatly improving the representative function of that body. It can put on the Annual Convention in better conditions and offer a finer agenda. It can bring local officers together to meet the provincial executive on matters of urgency. It can do better and with more dignity many of the minor things, as for example presenting each superannuated member with a finely-printed, framed certificate of life membership.

It can house its full-time organizer and staff in well-equipped offices.

Why NOT have Compulsory Membership?

I. There is a grand old principle of liberal philosophy which insists that the human individual shall remain a free agent, and that every invasion of his freedom of choice must be justified by a contingent and greater extension of his freedom. For example, he is not free to keep to the left in city traffic, but he gains greatly in freedom of forward movement because of the regulation. That is good law. An "anti-evolution" law, which does not give the individual any freedom "from", or freedom "to" is bad law.

However, not all law can be judged so naively. The bachelor farmer has no freedom of choice about paying school taxes, and he gets no freedom to compensate. The citizen who owns no car, has no feeble-minded dependents, owns no farm and doesn't fish, pays taxes which enable the government to build highways, provide mental hospitals, combat grasshoppers and stock the lakes. From citizenship there are no exemptions. To be a citizen is to participate according to your means in the costs of social living, and to participate according to your needs or inclination in the benefits of social living. To be a teacher, say the Compulsionists, is not merely to teach in a school, but to participate according to your means in the costs of professional improvement, and to participate according to your needs or inclination in the benefits of professional improvement.

By which of these examples should we judge Compulsory Membership? We leave that to the reader.

II. Teaching, say the Voluntarists, is a profession apart, for teachers are in a special sense the product and the protégés of the state. The state trains

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them, provides their premises, provides (by attendance laws) their classes, prescribes their activities and by detailed ordinances sets up the conditions of their employment and work. The state can't do all that with the taxpayers' money and then surrender its control to the Teachers' Association. The Compulsionist has several replies to that one. He says, for example, that the province invests far less money in the training of a teacher than of a medical doctor, and as often as not the doctor leaves the province. He says, too, that there is no question of abdication on the part of the Minister of Education; the Department retains all its functions, but is able to perform them better in collaboration with an Association whose authority reaches all the teachers. In any case, the "surrender of control" argument is far-fetched, since the Minister of Health and the Attorney-General are quite adequately equipped to keep the Medical Society and the Law Society in order—the legislature is supreme.

III. Curiously enough, the exact converse of this "Departmental abdication" agreement has been forcibly put forth, i.e. that the Association which receives professional status at the hands of a Government will stand forever under the sword of Damocles—will be henceforth afraid to do anything vigorous or independent because of the Government's threat to revoke the professional status. That is a possibility which the 100 per cent Association must face. All living is a state of tension, so we need not fear tension too much. An organization which patiently develops the virtue of solidarity becomes too powerful to be humbugged by threats; and in fact the threats are seldom if ever made to such an organization. It is a matter of using political horse-sense all the time; of rendering unmistakable services to education so as to prove the reality of the "profession";

of having a just cause whenever you face the Government, and stubbornly upholding that cause. But the solidarity is indispensable. Without it, the 100 per cent Association might indeed become a much feebler thing than the Voluntary body out of which it grew (unless that Voluntary body had no solidarity in the first place!).

IV. "We don't want the objectors in the Association anyway." The argument that "soreheads" and non-cooperators are best left outside cannot be debated profitably. If leadership within the Association were unskillful, and leadership of the objectors were bold and crafty, that might be pretty disastrous. But it is a most unlikely chance. Failing that, the die-hards after all do die. Year after year a new cohort of recruits enters the Association already familiar with the fact that membership is one aspect of teachership. In five years it seems the most natural thing in the world.

V. The main obstacle to Compulsory Membership in the minds of the Voluntarists, however, is a deeprooted unwillingness to make an intelligent adult do something he balks at. If a provincial ballot shows that the teachers are overwhelmingly in favor of Compulsory Membership, that obstacle disappears. It is the belief of Alberta leaders that the ballot will go that way, provided simply that a "painless" method of extracting fees can be set up.

As we read over the above, it becomes all too clear that it is hardly an unprejudiced, objective survey of the subject. We know all the answers to the Voluntarists, but we have rather assumed that the Compulsionists are unanswerable! Well, there it is, and we offer it in a spirit of friendly encouragement to those Associations which are thinking about a move towards full professional status.

B. BATTLE AXE.



BY-LAWS

enacted under
The Teachers' Retirement Fund Act

Definitions

1. In these by-laws:
- (a) "The Act" means The Teachers' Retirement Fund Act, Chapter 21 of the Statutes of Alberta 1939.
- (b) "Board", "Teacher" and "Fund" mean respectively, the Board of Administrators; Teacher and Fund as defined in the Act.
- (c) "Service year" means the period of twelve months beginning on the first day of July in any year.
- (d) "Standard year of service" means service for the full period of ten months in a calendar year.

Proof of Age and Statement of Service

2. Every teacher who becomes a contributor to the Fund shall, on or before the first day of December next following the date on which he becomes a contributor to the Fund and at such other times as the Board may require, furnish the Board a statement of service in the form prescribed by the Board, together with proof of age in one of the following ways:

- (a) by a certified copy of birth certificate; or
- (b) by a certified copy of baptismal certificate, if date of birth is given thereon; or
- (c) by a statutory declaration of father, mother, elder brother, or elder sister, in form and material satisfactory to the Board, or
- (d) in case proof cannot be furnished in the manner set out in paragraphs (a), (b) and (c) by any other evidence acceptable to the Board.

Amount of Pension

3. The amount of the pension to which any person shall be entitled under these by-laws until December

31st, 1943, inclusive of the amount payable pursuant to Section 9 of the Act, shall not exceed the sum of Twenty-five Dollars (\$25.00) per month.

Granting of Pension

4. (1) A pension may be granted to a teacher in the following cases:

A. In case a teacher, having reached the age of 65 years, and having served as a teacher in Alberta for not less than twenty standard years of service, retires from service between the 1st day of December, 1939 and the 31st day of December, 1944; and thereafter such teacher shall be required to have served twenty-five standard years of service in Alberta: provided that any teacher retiring after the 31st day of December, 1944 as aforesaid having served at least twenty standard years of service in Alberta but less than twenty-five such years, and being otherwise qualified, may be granted a partial pension of an amount bearing the same relation to the pension then payable for twenty-five years of service as the number of years of service bears to twenty-five, but so that in no case shall the partial pension be less than \$25.00 per month.

Pension is for Life

Any pension granted pursuant to these by-laws, except as hereinafter otherwise provided, shall continue during the lifetime of the teacher.

Permanent Disability Allowance

B. In case the teacher discontinues teaching at any time on or after the 1st day of December, 1939, by reason of incapacity caused by ill health or accident, which disables him from following the vocation of a teacher or any other gainful occupation: provided that at the time of his discontinuance of teaching he has served as a teacher in the schools of Alberta for at least fifteen standard years of service. Any pension granted under the

provisions of this paragraph shall continue for such period of time as the teacher is, in the opinion of the Board, unable to follow the vocation of a teacher or any other gainful occupation by reason of disability caused by ill health or accident.

Time Limit for Granting Disability Allowance

Any teacher applying for or in receipt of such a pension shall, when required by the Board, submit himself for examination to a duly qualified medical practitioner nominated by the Board and no application for such a pension shall be considered by the Board after the expiration of two years from the termination of the teacher's service under his last employment contract.

Service Elsewhere than in Alberta

C. In case a teacher retires from service on or after the 1st day of December, 1939, after having reached the age of sixty-five years, and having served as a teacher in Alberta for not less than fifteen standard years of service, and having also served as a teacher in a publicly-provided school in any other part of the British Empire or the United States of America for such additional period as will make a total length of service of not less than twenty-five years, such teacher will be entitled to a pension of an amount bearing the same relation to the full pension under by-law 4 (1) A as the number of years actually served in Alberta bears to twenty-five.

Re-employment of Pensioner

(2) Notwithstanding anything contained in any of the preceding clauses of these by-laws, should a teacher, after retiring and becoming a pensioner under the Act, become re-employed as a teacher for a period of ten days or more in any one month, the pension shall cease during the term of such employment, but may be resumed upon his again ceasing to be employed, and thereupon the amount of the pension shall be recomputed having regard to the additional period or periods of service and additional contributions to the Fund by the pensioner. Any such pensioner who is re-employed as aforesaid shall forthwith give notice to the Board of Administrators of such employment, and in default of so doing shall forfeit any further claim to any benefits

under the Act, or such portion thereof as the Board may determine.

Pensioners Must Report Periodically

(3) Every person receiving a pension or other allowance under these by-laws shall keep the Board informed of his whereabouts and at least twice each year shall report in person or furnish such credentials as the Board may require.

Date Pension Payments Begin

5. (1) Pension payments shall begin at the end of the month following the month during which application for pension is approved by the Board: provided, however, the Board may direct that the pension payments commence at an earlier date, but not earlier than three months before approval of the application.

Death of Pensioner

(2) Upon the death of a pensioner the Board may pay to his estate or next-of-kin such part of the pension which would have been payable to him for the month in which he died as if the same had accrued from day to day.

Computation of Years of Service

6. In computing standard years of service for the purpose of Section 4 hereof, the following shall apply:

(a) A standard year of service given by a teacher after June 30th, 1939, shall count as a full year of service.

Fractional Years of Service

(b) Service given by a teacher after June 30th, 1939, in any school year for a shorter time than would constitute a standard year of service shall be counted as a fraction of a year of service, the fraction being calculated by proportioning the completed months of actual service to the months that would constitute a standard year of service in the particular case: provided that if the teacher shall contribute for such service year on the basis of what his contributions would be for a standard year of service the service shall count as a full year of service, but the privilege of contributing for a standard year of service when only a partial year is actually served will not subsequently be available to the teacher until after he shall again have served for a full standard year of service.

Contributions Accepted from Retired Teachers between 60 and 65 years of age

(c) Every teacher who discontinues teaching on or after the 1st day of December, 1939, having reached the full age of sixty years, and who after his retirement contributes to the Fund annually until he reaches the full age of sixty-five years, three per centum per annum of the amount of salary provided for under his last teaching contract, shall be deemed to have served a standard year of service for each year during which such contributions have been made.

Contributions from Teachers on Leave of Absence or Wartime Service in Forces

7. (1) Where a contributor is—
(a) granted leave of absence from the teaching service without salary, or
(b) absent by reason of his having accepted service with, or related to, His Majesty's forces or the forces of any of His Majesty's allies while Canada is in the state of war and for a reasonable period thereafter,

such contributor, with the approval of the Board, may pay into the Fund in such manner as the Board may designate a sum equivalent to the contributions which he would have paid into the Fund if he had not been so absent, together with interest thereon at the rate of three-and-one-half per centum per annum; and in such case the teacher shall be deemed, for the purposes of these by-laws, to have served as a teacher during the period for which such contributions have been made: provided that where a teacher is absent on active service in His Majesty's forces, or the forces of any of His Majesty's allies, including service as a nurse or nursing sister, and fails to pay the contributions hereinbefore provided, the period of such absence may, with the approval of the Board, be counted as service for the purposes of By-law 4 (1), if such teacher resumes teaching within one year from the date of his discharge.

Computing Service Elsewhere than in Schools

(2) In computing the period of employment, any time spent by a teacher as an Inspector of Schools or in teaching in any institution under the complete jurisdiction of the Department of Education of the Prov-

ince of Alberta, or any time spent in teaching at the University of Alberta or any affiliated institution, or as a full-time employee of the Alberta Teachers' Association, shall count as service.

Teachers Not Employed on March 31, 1939

8. (1) A teacher who was not, on the 31st March, 1939, under a contract of engagement with the Board of Trustees of a school district or school division in Alberta shall not for any of the purposes of these by-laws be entitled to have taken into account any service rendered prior to the date of commencement of such teacher's contributions to the Fund, unless he has served as a teacher in Alberta during periods totaling not less than three standard years of service during the five years immediately preceding the date when he began or begins to contribute.

(2) For all the purposes of this by-law, a teacher shall be deemed to have been on the 31st day of March, 1939, under a contract of engagement as aforesaid in each of the following cases, namely:

(a) in case he was then absent on leave granted by the Board of Trustees of a school district or school division in the Province;
(b) in case he was then incapacitated from teaching by reason of illness certified by the certificate of a duly qualified medical practitioner to be such as to incapacitate him from teaching: provided that the period during which he was so incapacitated does not exceed five consecutive years;
(c) in case he was then in attendance as an enrolled student at a university or other educational institution approved by the Board pursuing a course of study appertaining to the teaching profession: provided that the period during which he was so in attendance is not in excess of five years;
(d) in case he was then serving as a member of the House of Commons of Canada or as a member of the Legislature of the Province of Alberta or as a member of the Civil Service of the Province employed in duties relating to the teaching profession;
(e) in case he was then not employed in teaching for reasons beyond his control but returns to

such employment forthwith upon such reasons ceasing to exist: provided that such period of non-employment does not exceed five years.

(3) In none of the cases set forth in paragraphs (a), (b), (c), (d), and (e) shall any period of time spent as therein mentioned be taken into account in any calculation as to service as a teacher for any of the purposes of these by-laws.

Resuming of Employment After Absence

9. In the case of a person who ceases to be employed as a teacher for reasons other than set forth in by-law 7 and who, without having been granted a pension under these by-laws or without having received a refund of contributions under by-law 11, subsequently resumes employment as a teacher, his period of employment as a teacher shall, for all the purposes of these by-laws, be computed only as from the date of his re-employment, unless

- (1) he shall resume employment as a teacher within 26 months from the date on which he ceased to be employed as a teacher; or
- (2) he shall resume employment as a teacher within five years from the date on which he ceased to be employed as a teacher; provided the said teacher, upon so resuming employment, furnishes the Board proof of his then good health.

Repayment of Contributions to Fund

10. Any person who ceases to be employed as a teacher and receives a refund of contributions under these by-laws and who subsequently resumes employment as a teacher shall be reinstated in the Fund and entitled to count his past service if he repays the amount that he withdrew with interest compounded semi-annu-

ally at three-and-one-half per centum per annum, which repayment with the approval of the Board may be made by instalments.

Refunds

11. Where a contributor who is less than 65 years of age and not entitled to a teacher's pension retires from the teaching service and, within three years from the date of such retirement, files with the Board a written disclaimer of any further rights under the Act, there shall be returned to him the contributions in whole or in part, standing to his credit with simple interest thereon at two per centum per annum (or at current savings bank rates—whichever is the higher) as set forth in the table appearing below.

Refunds to Teachers of 65 or More Years of Age

12. Upon the retirement from service of a contributor who has reached the age of 65 years but who has not served as teacher for a sufficient number of years to qualify him for a pension, the Board may refund to such contributor the amount of any monies standing to his credit.

Death of Contributor

13. Upon the death of a contributor the Board may refund to the estate or next-of-kin of such contributor the amount of any monies standing to his credit in the Fund.

Information Required From Teachers

14. The Board may from time to time require any teacher to furnish in the form prescribed by the Board such information as may be deemed necessary with respect to such teacher's certificate, salary, date of birth, length of service or date of entry upon or termination of any contract of engagement.

If withdrawal occurs:

With less than 4 full years' contribution—no return.
With 4 full years' contribution—the last 1 year's contribution.
With 5 full years' contribution—the last 2 years' contribution.
With 6 full years' contribution—the last 3 years' contribution.
With 7 full years' contribution—the last 4 years' contribution.
With 8 full years' contribution—the last 6 years' contribution.
With 9 full years' contribution—the last 8 years' contribution.
With 10 or more full years' contribution—all contributions standing to his credit.

NEW EXECUTIVE MEMBER

» »



L. R. McLeay

The resignation of A. A. "Happy" Aldridge, who has entered the war services department of the Y.M.C.A., placed upon the Provincial Executive the responsibility of appointing some member to act as Central Alberta representative for the remainder of the Association year. The Executive believe that in "Larry" McLeay, appointed during a meeting held in Edmonton on September 11th and 12th, they have made a happy choice.

"Larry" is a member of the Wainwright Divisional staff, teaching in the McCafferty School District near Edgerton. The early part of his life was spent in Edmonton where he attended High School and Normal School, graduating in 1932. He first taught in the vicinity of Tofield and took an active interest in the affairs of the Tofield Sub-local and Holden Local. His participation in Wainwright Local administration during the past two years has made him a well-known figure in that section of Central Alberta. The Provincial Executive welcome "Larry" McLeay to their midst and feel confident that Association members located in the geographic area known as Central Alberta will find themselves ably represented in their new spokesman.

BY-LAWS--Concluded

Information Required From School Boards

15. The Board may from time to time require any board of trustees of any school district or school division in the Province of Alberta to furnish in the form prescribed by the Board such information as may be deemed necessary by the Board respecting the date of commencement or termination of engagement of any teacher employed by them, salary from time to time paid him, monies retained from such teacher's salary as contributions to the Fund; and such board of trustees shall pay over to the Board such monies at such times as may be required.

16. Nothing in the Act or by-laws shall be construed to confer upon any person any right to demand or enforce the payment of any amount contributed to the Fund or the payment of any interest thereon.

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FALL CONVENTIONS, 1941

THEME—Progressive Education in Practice.

SPEAKERS—Oct. 6-24: Dr. Raymond F. Hawk, Director of Research, Eastern Washington College of Education.

October 16-November 7: Dr. Clark M. Frasier, Director of Teacher Training, Eastern Washington College of Education.

AMENDED TIME TABLE

Changes approved by the Department of Education.

DATE	PLACE	LOCALS CONCERNED	SPEAKER PRESENT
October 6 & 7 Monday & Tuesday	Bonnyville	Bonnyville & St. Paul	Monday (p.m.) Tuesday (a.m. & p.m.)
October 7, High Sch. Tuesday	St. Paul	Bonnyville, St. Paul and Two Hills	Tuesday (a.m. & p.m.)
October 7 & 8 Tues. & Wednesday	Two Hills	Two Hills	Wednesday (a.m. & p.m.)
October 9 & 10 Thursday & Friday	Vermillion	Vegreville, Vermillion	Thursday (a.m. & p.m.)
October 10 High Sch. Friday	Wainwright	Vegreville, Vermillion, Holden & Wainwright	Friday (a.m. & p.m.)
October 9 & 10 Thursday & Friday	Wainwright	Holden, Wainwright	Friday (a.m. & p.m.)
October 14 & 15 Tues. & Wednesday	Camrose	Killam, Camrose and Hardisty-Provost	Tuesday & Wednesday (a.m. & p.m.)
October 16 & 17 Thursday & Friday	Edmonton	Clover Bar, Sturgeon, Wetaskiwin, Evansburg West, Coal Branch, Pioneer, Lac Ste. Anne, Lamont, Smoky Lake, Stony Plain and Athabasca	Thursday & Friday (a.m. & p.m.)
October 20 & 21 Monday & Tuesday	Calgary	Calgary Rural, Olds, Footills, Strathmore, Mt. Rundle, Turner Valley, Drumheller, Bow Valley	Monday & Tuesday (a.m. & p.m.)
October 22 Wednesday	Calgary	Calgary City	Wednesday (a.m. & p.m.)
October 23 & 24 Thursday & Friday	Edmonton	Edmonton City	Thursday & Friday (a.m. & p.m.)
October 23 & 24 Thursday & Friday	Westlock	Pembina	Thursday & Friday a.m.
October 27 & 28 Monday & Tuesday	Coronation	Castor, Neutral Hills	Monday (a.m. & p.m.)
October 27 & 28 Monday & Tuesday	Hanna	Berry Creek, Sullivan Lake, Acadia	Tuesday (a.m. & p.m.)
October 30 & 31 Thursday & Friday	Red Deer	Red Deer, Rocky Mountain, Ponoka, Stettler	Thursday & Friday (a.m. & p.m.)
November 3 & 4 Monday & Tuesday	Lethbridge	Lethbridge City and District, Macleod, Taber, Pincher Creek, St. Mary's River, Crow's Nest Pass, West part of Foremost	Monday & Tuesday (a.m. & p.m.)
November 6 & 7 Thursday & Friday	Medicine Hat	Medicine Hat, Cypress, Tilley East, E. I. D., N.E. part of Foremost	Thursday & Friday (a.m. & p.m.)

N.B.—Convention executives are advised to make provision for a High School sectional group at each convention to enable those High School teachers serving in the convention area to meet together and discuss common problems. The High School sectional group will be part and parcel of each convention.—Please advise head office of the names and addresses of your convention executive.



Official Bulletin, Department of Education

No. 55

Re Creative Writing

Regulation No. 9 on page 23 of the High School Regulations for the year 1941-42 should read as follows:

"No student shall elect Creative Writing who has not secured "B" standing at least in English 2".

By mistake "English I" appears in the regulation referred to, instead of "English 2."

Re The New Poetry Book for English 3

On page 4 of the High School Regulations for 1941-42, two books are recommended for classroom use as references for biographical or explanatory material. The correct titles of these books are the following:

Contemporary British Literature:
Millet; Harcourt Brace Co.

Contemporary American Authors:
Millet; Harcourt Brace Co.

Re Geometry I—Manual for Teachers

The General Office of the Department can supply a copy of the Teachers' Manual for Geometry I free of charge, to any teacher of the subject who desires one.

Re Community Economics

A bulletin of outlines for the new Grade IX course in Community Economics is now available from the School-Book Branch, Edmonton, at 15 cents the copy.

This course replaces Junior Business and Elementary Bookkeeping; but special qualifications for teaching it are not required of the teacher. It may be regarded as a practical

extension of the course in Social Studies; but it also offers many opportunities for integration with Mathematics, Art, Health and Physical Education, Home Economics and General Shop.

It is introduced more or less experimentally, in the hope that teachers will encourage the pupils to select projects that will help them to understand the daily life of their community.

It is now generally agreed that the teaching of democracy involves much more than eulogizing the concepts of democracy: it implies the practical application of these concepts to the immediate concerns of the Community. Teachers will find in the course many excellent opportunities for the study of democratic citizenship. They are asked to co-operate with the Department by reporting on the procedures recommended, and by suggesting outlines for further projects, or improved outlines for the projects that have been set forth in the bulletin. This course offers for explorations a field quite similar to that now occupied by the enterprise activities of the Elementary School. Teachers of the Intermediate Grades have in this new course an opportunity for some really constructive work in curriculum-making.

Report Cards for Pupils of the Intermediate Grades

The General Office of the Department has a large supply of Report Cards for the Intermediate Grades (VII, VIII and IX), and desires to

distribute them throughout the Province. You can help to realize the objectives of the intermediate-grade programme by asking your Divisional or Local Board to order a supply of these cards.

The New Book List for the Intermediate School

In May and June, the Department appointed a special committee of experienced teachers of Grades VII, VIII and IX to prepare a new and up-to-date Book List for the Intermediate School, similar to the list for elementary grades issued a year ago.

This new Book List for the Intermediate Grades will be a great help to teachers, superintendents and school boards. It contains the title of every book mentioned in the Programme of Studies for the Intermediate School (1941), and of many other new and more recent books that can be recommended for classroom use. It has a Minimum List for every intermediate-grade classroom, and supplementary lists for every subject and grade. Books of outstanding value are specially indicated.

The School-Book Branch will send copies of the new List to all teachers of Intermediate Grades. Any teacher who has not received a copy should ask for one from the School-Book Branch, Department of Education, Edmonton.

SCHOOL BROADCASTS

The Western School Broadcasts will be carried by the Mid-Western Network of the CBC on Tuesdays and Fridays at 10:30 a.m., Mountain Standard Time. The first broadcast will come over on Tuesday, October 7th. The Alberta stations carrying these broadcasts are CFRN, Edmonton, and CFCN, Calgary.

The Tuesday broadcasts are entitled "Highways to Adventure", (Grades VII to IX), and will dramatize scenes from well-known books. Their purpose is to stimulate interest in Free Reading and Literature. The programme will originate in Winnipeg and Vancouver alternately.

The Friday broadcasts are entitled "Music and Movement—A Junior Music Programme" (Grades I to VI). The part of this series originating in Vancouver will feature Mother Goose and Alice, and their delightful songs. In alternate weeks there will be programmes in Rhythm and Movement originating in Winnipeg.

For the correspondence students there will be programmes in French on Mondays and Thursdays, from Station CKUA, Edmonton at 9 p.m., M.S.T.; and also a programme on Current Events from the same station at 8:15 p.m. on Tuesdays.

These broadcasts begin on Monday, October 6th.

The Teaching Staff, Too Require Back-to-School Needs

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High School Examination Results

BY H. C. Clark, A.T.A. Representative on the Departmental Sub-Committee on Examinations

The results of the recent Grade XII examinations have proved a shock to many High School teachers. The number of students scoring less than 50 per cent in the various subjects appears more than usual and a review of affairs in this connection would appear in order.

There seems to be a great discrepancy between the teacher's estimate of a student's progress in Grades X and XI and the departmental estimate based on the Grade XII June examinations. In 1940 a survey was made of the recommendations made by Alberta teachers in all the subjects of Grades X and XI. The results of this survey were revealing. It would appear that the gospel according to Rosecrance has found favor in Alberta. To fail in a subject in Grades X and XI is somewhat of an achievement. Here are some of the figures just to illustrate:

PARTIAL SUMMARY OF RESULTS OF GRADES X AND XI FOR 1940

Subject	Cities, Towns & Villages			Rural Schools		
	B or higher	C passes	Failures	B or higher	C passes	Failures
English 1	86	10	4	94	5	1
English 2	86	9	5	95	3	2
Social Studies 1	84	12	4	94	4	2
Social Studies 2	85	11	4	98	1	1
Algebra 1	75	15	10	88	8	4
Geometry 1	82	12	6	95	3	2
Chemistry 1	81	13	6	92	5	3
Physics 1	83	12	5	92	6	2
Latin 1	81	11	8	91	6	3
Latin 2	87	9	4	96	4	0
French 1	81	11	8	92	4	4
French 2	81	13	6	93	7	0
Health & Physical Ed. ..	96		4	98		2
Bookkeeping 1(a)	92		8	96		4
Stenography 1(a)	91		9	98		2
Typing 1(a)	92		8	96		4
Art 1	93		7	97		3
Art 2	94		6	100		0
Music 1	94		6	99		1
Music 2	96		4			
Biology 1	92		3	99		1
Needlework 1	97		3	100		0
Geology 1	88		12	98		2
Dramatics 1	94		6	98		2
Dramatics 2	95		5	100		0
General Mathematics 1 ..	80		20	95		5
General Mathematics 2 ..	84		16			
General Science	82		18	97		3
General Science 2	91		9			

Much could be said in regard to the above table of figures, but in the main it tells its own story. It seems hard to believe that the average "mine run" student is so far above the average. Teachers with less time available to teach any particular subject have fewer failures than those who can give the full time allowance. Maybe this is as it should be; maybe some of us teach too much and don't place the burden of learning sufficiently on the student. Perhaps lack of experience prevents many of us from exercising proper judgment as to what constitutes a passing knowledge of a subject. Short tests at frequent intervals can only cover a limited amount of ground (and that the most recently covered). Has insecurity of tenure any part in the picture? One thing is clear: unless the head, rather than the heart, plays a greater part in the evaluation of a student's work in Grades X and XI, there is bound to be a rude awakening for many teachers and students whenever the Grade XII results are announced.

Teachers are asking themselves why a student should fail in his written subjects at the Grade XII level and yet pass all his recommended subjects. (This is particularly noticeable in schools stressing commercial work). Does it mean that the teachers of English 3 and Social Studies 3 are falling down on the job? Not at all, for these teachers often teach the recommendation subjects also. Well then, there must be something wrong with the marking of the Grade XII examination subjects. Not likely, since it is the teachers who are actually engaged in the teaching of the examination subjects who set the basis of marking and who mark the papers. What then is the trouble?

To begin with, the subjects at the Grade XII level are definitely harder than those with which the student has ever been in contact before. The

hurdles are higher and it is not to be expected that every student can jump them. Again the conditions of examination are different. This is the first time since Grade IX that a student has been required to write on final examinations where his standing on the year's work is largely dependent on his performance on the departmental examination. Another factor is the nature of the examination. Gone are the good old days of memorization—the parrot-like repetition of Avogadro's hypothesis or Boyle's Law. Examination questions are now functional in character. Can the student put into practice what he has learned in principle? (Sometimes hardly within the scope of a three hour paper, the writer admits).

Examination papers nowadays are made up largely of numerous short-answer questions covering a rather wide field. The examination paper is much more bulky than of yore. Teachers have been known to remark: "It took the youngsters so long to read the paper, there wasn't time enough for them to work out the questions." This criticism is to some extent valid, particularly where a number of options are offered on an examination paper. However, those setting examination papers are always asked to set a paper which can be answered reasonably in two and one-half hours. This leaves a half hour for reading the paper and revising the answers. In some papers it is not expected that any student will answer all the questions. The Department has a special technique to handle papers of this kind. Similarly methods have been evolved which do not allow candidates to be too heavily penalized in any particular year because of the unusual stiffness of an examination.

What are we doing to recognize the presence of the C student in high school? Even in city schools he is a bit of a problem. He doesn't fit into our algebra, physics, and lan-

guage classes. On the assumption that some day he may want to go to University or Normal School, we scheme and devise in order to get him fitted to an academic program. This is possibly the worst thing we could do for him (and what percentage of our students goes to University anyway?) The writer feels that not nearly enough use is being made of such subjects on our curriculum as General Mathematics I and 2, and General Science 1 and 2. There is a wealth of material in these courses which will be of much greater value to many students than will the more purely academic subjects. General Shop and Household Economics where available should be exploited more fully.

If we teachers persist in stressing a purely academic course, inevitably we shall have our C students attempting algebra, trigonometry and geometry, physics, chemistry, etc., at the Grade XII level. These courses were not meant for C students and in most cases they cannot hope to handle them successfully. However, because

offerings at the Grade XII level are unfortunately, as yet, limited almost entirely to academic electives, some C students will undoubtedly tackle these subjects. Is it to be expected that their performance will be high? C standing in these subjects may be their limit and many will fail to get even C standing. Teachers must expect in the future to find many students who can make no better on a Grade XII examination than C standing. After all, C standing counts on a diploma and is quite a legitimate status. It means a score of from 40 to 49 per cent. (Some of us can remember when 34 was a pass mark with a 50 per cent average).

What is really needed in high school is a far greater amount of guidance. We teachers should get to know our students, their home life and general social background. If we cease trying to fit square pegs into round holes we shall be doing the students and the community a better service and incidentally in some measure take care of our examination results.

NEW CATALOGUE FEATURES EDUCATIONAL FILMS

Whatever be their particular subject, Canadian school teachers will find the Dominion Government, through the National Film Board of Canada, is constantly enlarging the list of moving pictures available for school screenings as supplementary visualizations to class room work.

The National Film Board, Ottawa, is issuing this fall a new catalogue of 16 mm. films, which furnishes concise descriptions of all items, indicates whether the pictures are in

black-and-white or color, whether in sound or silent, and specifies screening times. Teachers' notes are also provided on certain of the films.

The "Educational" film section of the catalogue has been subdivided with especial regard to teaching requirements. For example, moving pictures supplementing the study of geography are grouped under two headings, "Elementary Geography" and "Human Geography." The "Elementary" classification is intended

not only to give children in lower grades an idea of Canada's physical aspects in provinces other than their own, but also to suggest the interdependence of the country's various sections, as, for instance, when western wheat, whose story has been followed through to harvesting and milling, is finally baked and sold everywhere as bread—a simple, direct and specific association easily comprehended by the child. The "Human Geography" classification, on the other hand, contains films which seek to show how the nature of the various sections of Canada has tended to condition the way of life of the peoples who have come to inhabit them. Foremost in this group is "Iceland On The Prairies," a color film about the Icelandic farmers and fishermen north of Winnipeg.

Certain of the newer releases by the National Film Board should prove particularly practical for teaching purposes. For instance, a novel adjunct to the study of Canadian history is being offered in "From Cartier to Confederation," a colorful outline of Canada's history over the period indicated in the film's title. The recent "Canadian War Films" obviously provide vivid visual aid for current events classes. While students may have seen some of this material in news reels, they will not before have had it organized as it is in "Fight For Liberty," into a digest of the major developments in the march of world happenings today, nor will they ever before have had the news shots presented in an arrangement especially calculated to show them what part Canadians—their fathers, brothers, uncles, cousins—are playing, overseas and at home, in this war. The "Canada Carries On" series is also, in large part, now available in 16 mm. prints.

New films, designed for educational and public information purposes,

are scheduled for regular production under the National Film Board's present policy. Notice of such items, when ready for release, will probably be made through periodic supplementary circular lists. Tentatively scheduled for release this winter are the following which should especially interest schools: a film on the Great Lakes, showing lake freighters, laden with wheat and iron, on their journey from Fort William to Toronto; another on West Coast Indians; and a further picturization of Canadian history, from the years immediately after Confederation, through the Laurier régime, down to 1914.

The Dominion Film Commissioner, John Grierson, has unquestionably done more than any other man to make the "documentary" film a recognized and valuable medium for current information about people, their work, their homes and their countries; and under his direction the output of the National Film Board may be expected to continue up to the high standard which its recent releases have set. Consequently, educational institutions may safely rest assured that any National Film Board production they project for their students will not only provide a maximum of accuracy and interest, but will also stimulate general classroom discussion on the particular subject it has detailed.

Used School Books

We buy and sell many of the books that are on the authorized list.

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Edmonton, Alberta

The A.T.A. Magazine

The MATH-SCI Corner

Edited by STANLEY CLARKE, M.A., Carstairs

WHAT CAN I DO ABOUT SCIENCE?

(By a Country Teacher)

THIS is intended for the intermediate grades in the rural school, but many of the ideas have been used in the elementary grades. Most of the demonstrations can be done by the pupils. The ideas have been tried by the writer. Few are original, most having been copied from other teachers.

Do's

Get a Science table. A rough one can be made for \$1.00. (If there is no room, make a Science shelf and have a trundle stand to use when possible.)

Have a Science shelf for a few books. An old Chemistry book can be bought for 10c, so for Physics, and perhaps some of the homes have an old book on Botany, Nature Study, etc.

Form a Science Club. Let it meet for a short while every two weeks if the president has a good programme prepared. Biography and experiments form a good programme for cold weather, field trips for warm days. Make certain every child takes part in the club. Don't let a few dominate the club.

Have the club get books for the Science shelf. This one is worth the \$1.50 it costs: Lynde's "Science Experiences with Home Equipment", published by Dent, Vancouver. (Your book dealer will get it.)

Try to get the C.I.L. Oval magazine and the Imperial Oil magazine, and any others, along with one copy (even an old one) of *Popular Mechanics* or *Popular Science*.

Watch for field trip hints in this magazine. Have Science club read the Math-Sci Corner.

Try to increase the number of demonstrations by having the pupils suggest others.

Dont's

Never leave acids without being locked in a cupboard.

Never leave poisons such as arsenic at school overnight. Destroy what is not used.

Don't lead your Science Club; guide and help it. Don't address it more than once.

Don't think the list of experiments is conclusive; there are just a few. They can be covered at one per week. The Science Club might perform a similar one at each meeting. Don't let them copy these.

(Editor's Note: A number of suggested experiments are described in the following section.)

Don't overlook the slightest precaution for safety.

Don't let them charge a fee for membership in your club.

Don't let pupils write for free materials. You sign the letter.

Don't dictate notes.

Don't try to teach with the text in your hand.

Don't worry if you don't cover every part of the course.

Don't expect that you can answer all the pupils' questions.

Don't leave the pupils alone to do experiments till you know the pupils are capable.

Don't let pupils do heat or "expanding" experiments when you are out of the room.

Plan for safety. Keep pupils at a distance from all heat and "expanding" experiments.

Have a first-aid kit, even if home-made.

Make collections as a class.

Make charts on the suggestions of the class.

Have a good filing system planned by the group and made by the scholars. (Old brown envelopes are good).

Get all the free material possible.

Try to get each pupil to be a specialist as far as your reference material will allow.

Make the Science club democratic and distinctive.

Let the Science Club help on a H and S day at home. (See Dr. H. E. Smith's Home and School page in *The A.T.A. Magazine*.)

Encourage neat and orderly work. Use mnemonics with discretion: e.g. WAA, LPU, and EAWHLISS are

Don't be discouraged if the superintendent, or inspector, doesn't notice your work.

Don't discourage any pupil no matter how unscientific he may be.

Don't doubt a pupil if his observation seems careful, and it is at variance with a text.

Don't expect all pupils to be interested.

Don't assign compulsory homework in Science. Bring up your teaching so that voluntary home work is sought.

mnemonics to indicate: Sec. "A": Water, Air, Animals; Sec. "B": Lithosphere, Plants, Universe; Gr. IX: Environment, Air, Water, Heat, Light, Industry, Solar Energy, Safeguarding Community Health. (EAWHLISS standing for "Eat at Willie's house and live in simple style"—initial letters.)

PROPOSED EXPERIMENTS

(Editor's Note: A number of well known experiments can be found in Chemistry, Physics, Biology or General Science texts. These include tests for hardness of water, osmosis, hydrotropism, erosion models, demonstration of wilting, preparing oxygen, nitrogen, and carbon dioxide, demonstrating that air is present in water, showing kindling temperatures, showing the parts of a flower and that a plant searches for light, demonstrating the escape of oxygen from a green plant, transpiration, capillarity, photosynthesis, etc. A number of experiments have been selected for the following list, because of novel ideas, originality and more difficult technique.)

1. Physical Change.

Pour hot water out of a milk bottle and insert a cold wet rag to show fog.

2. Water Filter.

An inner can (3 inch diameter) has the bottom perforated. A one inch layer of charcoal is placed on the bottom, a layer of gravel next and a layer of sand on top. This can is placed on a block in a larger can. Muddy water in the inner can will filter through.

3. Cartesian Diver.

This demonstrates the compressibility of air and the incompressibility of water. Fill a quart sealer about two-thirds full of water; in the water invert a small phial (about one dram size, say $\frac{1}{2}$ inch by 2 inches) and let into it such an amount of water that it will just float, bottom up. Cover the mouth of the sealer with the palm of the hand (or a piece of inner-tube) and press down. The phial will rise or fall as the pressure changes. (You can surprise the students by putting the right hand on the sealer top and having the left hand appear to wave the phial up or down).

4. Buoyancy.

Take three rather deep jars (sealers, olive bottles or such). Fill one nearly full with fresh water, another with strong salt solution and the third with kerosine. Float a wooden rod (say $\frac{1}{2}$ inch by 8 inches) upright in each solution (drive a nail in one end). Have pupils notice results.

5. To show action of oxygen on iron filings.

Take three test tubes. Cover the bottom of each with iron filings, or a small blob of steel wool. Insert a stopper of cotton batting into one, a stopper of moist cotton batting into the second and add sufficient water to the third to cover the filings (or steel wool) and stopper with moist cotton batting. Observe every day.

(Editor's Note: The above provides for a valuable control.)

6. Skeletal Structure.

With patience a complete skeleton may be secured of a gopher, hen, rabbit, etc. Do not let the animal decompose at school. The process may be speeded up by skinning, removing the entrails and as much of the flesh as possible, then boiling until the remaining flesh leaves the bones (usually not over 5 hours). If the bones tend to separate and cannot be sorted properly, dismember the carcass and boil sections (e.g., a complete leg) separately. Small skulls may sometimes be brought in. If free from flesh, students may sketch all these and secure names from references.

7. Budding and Grafting.

Consult a Biology text and have the pupils try this at home or at school. Do not let them destroy valuable trees.

8. Seed Pressure.

Fill a small square-shouldered bottle having a screw-top with dry peas and add water. Tighten the top, set bottle in a can and observe results. (Too stout a bottle may stand the pressure).

9. Friction.

Borrow about 10 feet of inch rope. Hold one end and ask the pupil to grasp the rope near your hand, then pull the rope sharply to allow it to pass through the pupil's hand with some friction. Tell the pupil to let go as soon as he feels the rope getting hot.

10. Regelation.

Take two lumps of ice the size of a fist and press them together under the surface of water which is as hot as the hand can bear. Bring them up at once.

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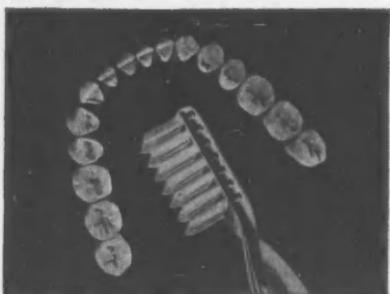
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- B. Once a month*
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Today, in many schools, children are being instructed in the healthful exercise of—*A. Animal training. B. Gum massage. C. Pipe making.*

More and more schools are giving regular drills in gum massage. Children are learning the importance of firm, healthy gums to clean, sound teeth. B is correct.



Many parents are receiving benefit from their own children's homework in—*A. Wood-working. B. Arithmetic. C. Dental Hygiene.*

At home, children often show their parents the gum massage drill they learned at school. Many parents who never learned this valuable lesson, are adopting it as a sensible rule of dental health for themselves. C is correct.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

Practical Applications of Science » »

WILLIAM J. HUNT, Calgary

HECTOGRAPH mass is used in almost all schools for copying work, and as a result large quantities of the material are purchased and consumed from time to time. Students may therefore find its preparation in the science type of project not only of interest, but of practical importance as well.

Hectograph mass is more or less a 'gel' containing glue, water, and glycerine, and is rather easy to prepare. Care must however be taken to use good ingredients in order to secure satisfactory results.

A satisfactory product is given by the following formula:

H.S.B.X. Glue	12 oz.
Water	24 oz.
C.P. Glycerine	100 oz.

Add the glue to the given amount of cold water, and allow it to soak for three or four hours. When using a double boiler, heat the mixture to not more than 160°F. Now add the required amount of glycerine, which has been previously heated, to the glue and water. Continue the heating until the glue is completely dissolved in the glycerine.

If the hectograph material is to be used immediately, it may be poured while hot into a shallow tin pan. In order to have as flawless a surface as possible, one must skim all air bubbles found on the surface to one side, with a knife. This latter operation must be carried out while the material is still quite hot, in the tin pan. Should it be necessary to package the mass, such an operation must also be done while the material is quite hot. For those students who intend to use containers to hold the material, it is of some advantage to know that

one pound of the finished product occupies a space of roughly twenty-two cubic inches.

The H.S.B.X. glue may be obtained from Harrisons & Crossfield (Canada) Ltd., at Calgary or Edmonton, and is excellent in quality. The C.P. glycerine may be procured from the same firm. In each case however, a fairly large order may have to be given, perhaps one hundred pounds of the glue, and five gallons of the glycerine, since this is a wholesale firm, and so deals in appropriate quantities. For small lots, gelatine may be substituted for the glue, and the ingredients purchased from the nearest retail drug store.

Another product frequently used in schools is liquid glue, for which the following formula may be used:

H.S.B.X. Glue	47 gm., oz., or lbs.
Water	47 gm., oz., or lbs.
Sodium Nitrate	7 gm., oz., or lbs.

Dissolve the sodium nitrate in cold water, stir the glue into the solution and allow it to soak for four hours. Then using a double boiler or water bath, heat the mixture up to 160°F. for several hours, or until it remains liquid at room temperature. When the glue is finished, and water lost through evaporation has been replaced, a small quantity of phenol or other preservative may be added. In addition, if a pleasant smelling product is desired, a little aromatic oil such as Sassafras may be included. In the making of glue, it might be mentioned that it is advisable to replace evaporation losses with fresh water from time to time during the heating process, otherwise the batch may not be successful.

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If the project group feels unequal to facing the mysteries of glue making, it can always turn its attention to the manufacture of an adhesive much easier to make, such as mucilage. In many schools, mucilage and adhesive paste fill all requirements quite well. A good mucilage can be made from the following:

Gum Arabic (clear) 20 gm. or oz.
Water 40 gm. or oz.
Phenol $\frac{1}{2}$ gm. or oz.
Oil of Citronella to suit.

Soak the gum in the water over night, or until completely dissolved. Then add the phenol and oil of Citronella while stirring. The resulting product complete with the aroma of Citronella, will be quite indistinguishable from some store brands, and will thus probably tend to promote enthusiasm in the work of the budding industrial chemists.

DEATH OF THE SOUL

(The national spirit of the Ukrainian people smouldered through many generations of Russian oppression. That it was never extinguished is shown by the work of Taras Shevchenko, the greatest Ukrainian poet, who was exiled in Siberia by the Czar throughout the best years of his life. The following is a translated extract from his poems).

As the nights pass, so pass the days,
The year itself passes.
Again I hear the rustling
Of autumn leaves.

The light of my eyes is fading,
Memory is in the heart asleep.

Everything sleeps,
And I know not
If I live or am already dead.
For so aimless
I wander in the world,
No longer weep nor laugh.

Fate: Where art thou?
Fate: Where art thou?
There's none of any sort!
Dost grudge me good fate, O, God?
Then send it bad, as bad.

Leave me not to a walking sleep,
With heart like the bear's
In wintry den;
Nor yet like rotten log
On earth to lie;
But give me to live,
With heart to live
And love the people.
If thou won't,
Let me curse them
And burn up the world.

Terrible it is to fall
Into dungeons,
Yet much worse to sleep
And sleep and sleep
In freedom;
To slumber for an eternity
And leave not a footprint behind.
All alike—
Whether one lives or dies.

ENTERPRISES IN STUDENT ACTIVITIES



A page devoted to accounts of organized procedures for teaching democratic citizenship through student organizations and activities. The examples are from Alberta schools.

WILLINGDON'S ENTERPRISE IN CONSUMER CO-OPERATION

By L. W. KUNELIUS, M.A.,
Former Principal of Willingdon S.D.

AN EXCELLENT opportunity presented itself at our school for the establishment of a co-operative store. The village school board, through the buying committee of the local Divisional Unit, had purchased bulk lots of pupil supplies, such as scribblers, notebooks, pencils, etc. These in turn were to be sold to the pupils at cost. In this way the Board hoped to effect a considerable saving to the pupils. The question which suggested itself was: Instead of having the teachers handle the supplies why not organize a co-operative society which would take over the distribution of supplies?

The School Co-operative Store was established as follows: Members of the high school staff were brought together early in the fall to discuss the opportunities for citizenship offered by a student co-operative society. As it was desired that the idea of such a student society grow naturally out of studies, it was decided that the co-operative movement be taken up early in the year in each appropriate social studies class. At the conclusion of this study it was suggested to the pupils that they might like to organize a co-operative store to handle school supplies as a practical application of their studies.

The suggestion met with hearty approval. Rochdale principles were then studied more carefully in committee and these were next discussed before a general student meeting. The Willingdon High School Students' Co-operative Society was established with an executive consisting of president, vice-president, and secretary-treasurer. The society then proceeded to choose a board of directors. This board was composed of five elected student members and the three members of the high school staff, the latter's main function being to offer advice and exercise supervision.

A business manager, an assistant sales clerk, a chief bookkeeper and assistants were appointed by the board. Bookkeeping Ia and Junior Business classes found a practical enterprise in attending to the bookkeeping of the store. This proved to be no small task as individual accounts had to be kept for each member of the society. A student became a member by making an initial payment of ten cents upon a share of twenty-five cent face value.

Early in February, 1940, the Society was ready to operate. It took over the entire stock of pupil school supplies which until then had been handled in turn by the teachers. The store was now set up in a corner in the office. Prices had been so adjusted as to allow a small margin of profit for the school. After three months of operation a complete inventory of the stock was made, net profits were determined, and a patronage dividend was declared. This was not only a big moment in the lives of the directors but also in those of the youthful members who came

to receive their dividends of one, two, five, seven, eleven or so cents. One member received thirty-five cents.

At the end of each dividend period a new manager and assistant are appointed by the board of directors. A certain amount of efficiency is therefore sacrificed in favor of giving experience and duties to a larger number. The usual practice has evolved of appointing the former assistant as manager and to elect a new assistant.

Periodic meetings of the general membership and any interested non-members are held. The operation of the society is discussed with the aid of appropriate statistical reports. (Adherence to Rochdale principles is noted). The program is usually supplemented by an inspirational talk of more general nature. The board itself meets occasionally to study and discuss the basic principles of co-operation which each director is expected to understand.

A new board of directors is elected each fall. The 1940-41 board decided to extend its business to the sale of chocolate bars. All profits from this source were to be turned over to the Junior Red Cross. In the period

from January to June last the one cent chocolate bar profits amounted to \$13.00, which sum was sent to the Junior Red Cross Hospital at Calgary.

This enterprise of a school Co-op Society has proven to be of great interest to the students and it has taught them the methods and principles of consumer co-operation. Needless to say it has also met with some opposition from local merchants who have not understood its purpose or who are violently opposed to the co-operative movement.

The co-op store illustrates one way in which the students have assumed some of the responsibilities of the teachers, one of the seven aims set down for itself by the Students' Union of the school. But above all it has provided them with an educative experience in a phase of self-government. However, if it is to continue to be an educative project in consumer co-operation, the study of the principles and functions of co-operation must be reviewed each year in order that the members will practice and operate their enterprise with more understanding than merely that of operating a store.

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Music Reviews

By OLGA SMOLYK

DURING my experience with festivals I found out that many of us are confronted with the difficulty of training vocal exercises such as: breathing exercises; correction of faulty vowels; attention, attack and agility; contrast and expression; phrasing and tone color; intonation, flexibility and equality of tone; clearness of enunciation, and natural pronunciation in singing. In the A.T.A. Library are three new books, each dealing with the difficulties mentioned above, and many other important topics for the training of children's voices. Here is a short review of each book.

"THE TRAINING OF CHILDREN'S VOICES"

Walter Carroll.

Published by Forsyth Bros. Ltd., London. Price \$1.25. 29 pages.

This ideal booklet is a teacher's guide with graded exercises for Grades 1 to 7. Primarily the book was intended for those who teach in schools—boys' schools, girls' schools, schools of every grade and type—yet this book will be invaluable to all those who have charge of singing classes.

The suggestive exercises for children are excellent. We have in our school, during the past three years, used many of these vocal exercises and found them to be interesting and valuable for the production of good forward tone, self expression, correction of faulty vowels, phrasing, intonation, clearness of enunciation, and natural pronunciation in singing.

This booklet is limited in scope yet it contains the material for which teachers have been searching. It is honest in its aim—to place at the

service of the teacher a straightforward course of work, easily understood and easily applied, the outcome of practical experiment and varied experience.

"MUSIC IN THE JUNIOR HIGH SCHOOL"

Beattie, McConathy, Morgan.

Published by Silver Burdett Co., New York. Price \$2.30. 254 pages.

In "Music in the Junior High School" we find a book which has been prepared to help place junior high school music on a level in keeping with the importance of music as a factor in the development of the adolescent. It is designed to be of assistance to three groups in the field of education: administrators, supervisors and teachers, and college students who are preparing to teach.

For ADMINISTRATORS facts are given as to the place music occupies in representative school organizations in the country, and recommendations are presented as to programs of study, equipment and material needed, and types of work found most profitable.

For SUPERVISORS and TEACHERS of music, suggestions are offered for the successful carrying out of a music program. Some of the very interesting topics dealt with are: Tests for Voice Classification for Boys and Girls; Tests for Instrumental Classification; Correlation of Subjects; Children's Concerts; Public Performance; The Operetta; Music Contests; Contest Ratings; Festivals; Music Study Clubs; Method of Conducting the Music School Assembly; Girls' Glee

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THE COLLEGE STUDENT, preparing to teach, will find that the chapter dealing with "Junior High School Music and the Community" provides guidance in the many activities of junior high school music. He will find interesting material concerning "Music in the Home and Music in Society."

We teachers should find the entire book helpful in creating proper backgrounds, attitudes and ideals.

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"A CHILD'S PATH TO MUSIC"

E. Allen.

Published by Forsyth Bros. Ltd.,
London. Price \$1.00. 57 pages.

"A Child's Path to Music" is an interesting book on Music Appreciation recommended to all modern and progressive teachers. With clearness and simplicity it unfolds a series of lessons exactly as given by Miss Allen in the Manchester Schools. The diagrams, musical extracts and lists of gramophone records are excellent and give illustrations appropriate for children. Miss Allen's ideas on the subject of appreciation are delightfully fresh and free, and her enthusiasm is most inspiring. The work will stimulate the teacher and develop a real love of music in the child.

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WRITING and the LEFT-HANDED CHILD

By WILLIAM J. EVANS, Mound, Alberta

Time was when a left-handed child on beginning school automatically became subject to the well-meant persecutions of a conscientious teacher who, following the trend of the times, endeavored with but indifferent success to turn out nothing but right-handed students. Psychologists, however, have brought to our Normal Schools the results of such a course, and teachers now know that if a child has definite left-handed tendencies it becomes a duty to further the cunning of this hand as much as the cunning of right-handed pupils.

Having been a victim of the aforementioned well-meant persecutions, and having survived them through innumerable knuckle rappings and thrashings with a perversity and stubbornness worthy of a better cause, I can yet vividly recall the swollen knuckles and the breath-taking edicts and pronunciamientos which accompanied the futile and disturbing efforts to make me right-handed. Now, 30 years later, I am still left-handed and, knowing something of the travail through which such a child must bear even in these enlightened days, so my own experiences both as a left-handed pupil and as a teacher of pupils who are left-handed impel me to pass on to other teachers some of the facts and an idea of the requirements which such a pupil asks of the modern teacher.

While we can safely leave the reasons for right or left-handedness in the hands of medical men and psychologists, the first question that occurs is, "How am I to know whether or not this beginner is left-handed?"

When the child is given a pencil or crayon on that first momentous school day one may observe that the left hand is used, and ask oneself the question: "Is this normal, or is it an accident of unfamiliarity?" Perhaps the parents have sent word that Johnny is left-handed, or one may gather so from an older brother or sister; or one may simply be face to face with the bare question. In any case—how to proceed? How to test for the validity of that simple but important observation of a few moments ago? Is Johnny left-handed?

Herein one's own ingenuity in creating simple tests is the guide. First, however, try to establish beyond any doubt one way or the other, because a wrong decision here can do incurable harm to Johnny's future life. From years of trial the writer has evolved tests which, though simple, are fairly exhaustive and one or two are mentioned which deal chiefly with the child's own choice in execution. When Johnny is asked to get the book, note which hand he uses to pick it up, and note which side of his body is closest to the object at the time. A left-handed child, even though his right side be closest, will usually reach over with his left hand to pick up an unfamiliar object, and vice versa. Herein lies the key—a familiar action with an unfamiliar object. Have Johnny fasten a padlock, noting which side of his body he hunches forward in so doing. Give him a long stick and get him to hold it at shoulder height and lower it to touch a given mark, while you note which hand takes the firmer steering grip, and from which shoulder he

lowers the stick. Give him a bright picture and send him to the window to look at it: watch which shoulder he edges towards the light. Give him a crayon and have him draw lines (four or five with each hand) on the blackboard; note which set is the firmest and straightest. Make a game of it all. Devise other tests of your own. Spread them over the first two or three days of school and in the meantime let his action seatwork come under the teacher's alert observation. Establish the conclusions from observations beyond doubt. Because modern machines—in fact everything from latches to locomotives—are constructed for the facility of the right-handed majority, it is now more than ever necessary to make no mistake in this first decision. Test until certain.

If Johnny is found to be right-handed or is at that unfamiliar stage of being almost ambidextrous, he faces but ordinary teaching and supervision of the right-handed; however, if he is left-handed, a plan of supervision of his writing should be devised to overcome the inevitable handicaps of a "left-hander." What are these writing handicaps? First, our language is written from left to right. This gives two advantages to the "right-hander." As his arm moves across the page the muscular tension in the writing arm lessens because the arm is straightening. Again, be-

cause he is writing from left to right the "right-hander" can see what he has already written as he goes along. But the exact reverse is experienced by the "left-hander." This produces a jerkiness towards the right end of every line. Further, his hand covers what he has just written and he cannot therefore visualize the continuity of his written expression. This makes the left-handed pupil slower. He appears dull and backward, whereas in reality he is only pausing more often to read what he has written, and trying in his own way to solve the problem brought up by having his hand get in the way of his eye. Many a teacher has said to herself, "Why does a left-handed child write with the wrist and hand curled around the page like a reclining boa-constrictor?" And of course the answer is given above—at least in part. Later on he will be tempted to continue this practice to greater extremes, in an effort to avoid dragging his hand through wet ink.

The control of such a situation lies in a modification of some rules governing writing, right from the start of his formal training in that art. True, the "left-hander" must sit as upright as his more fortunate neighbor. The forearm muscle is to serve equally well. The paper should be slanted as much but no more than for the right-handed child, but neces-

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sarily in the opposite direction. All the exercises which produce free arm movement in the "right-hander" apply to the "left-hander" as well, the wrist being held just as straight and the hand and forearm just as flat upon the desk. However, because the structure of the arm coupled with the direction of our writing produces a jerkiness toward line-ends, it is necessary for the left-handed child to practice longer to attain equal perfection.

Two differences in posture and technique however must be brought in to correct the normal left hand tendencies. First, the pupil should have a desk some two inches lower than were he a "right-hander". Then too, instead of gripping his pencil an inch or less from the tip, as a right-handed pupil does, have him hold it double the distance from the tip to the grip. These two changes will enable him to see what he is

writing without either curling the wrist or lifting the hand. Thus providing for a continuity of visualization, it will remove much of the mental confusion and slowness of execution which is so frequently to be observed in the efforts of a left-handed child when writing down what he is thinking.

A little more practice time, a rigid adherence to the rules of good form and posture with the modifications indicated will make good writers of "left-handers". After several years of teaching the writer went so far as to teach himself to write with the right hand. Only then did he realize the obstacles to be overcome by the young left-handed child. We can prove for ourselves the logic of a new technique if in private we test the conclusions from these observations. The psychologists brought us so far; from here on it has been, and still is, up to us.

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A Classroom in the Year 600 N.E.

By HENRI de SAVOYE, B.A., L.L.B.

Teacher: Our course in geography for this year consists in the study of the world at large. What did you do in preparation for the course?

John: I memorized the names of the presidents of all the states in the world.

Teacher: Dear child! You are exactly 600 years behind your time. You are studying in the same manner as they did in the 20th century of the Christian era. People then were very primitive in their methods of teaching; they thought that gathering facts was an education and tests consisted in reproducing the teacher's ideas. A student who expressed an opinion different from that of the teacher was failed.

John: Should we not know the names of the presidents of the states in the world?

Teacher: Well, John, have you not all kinds of lists in your epitomes? You can't expect to keep in your memory facts and information of all types. That was possible a thousand years ago; at that time some people with abnormal memories were called "living encyclopedias"; but such a feat is no longer possible; we know too much nowadays.

John: But presidents of states are persons of importance. Shall we not at least know their names?

Teacher: What's the good of knowing names? What do you know of a man when you know his name? It is not the name of a man that you must know, but the man himself.

John: What do you mean, Miss Harrison? Tell us, please.

Teacher: Suppose we are interested in the president of Chile; we are not concerned with the vocal sounds

that people utter when they refer to him; what we want to know is what kind of man he is, physically, mentally and spiritually. First look at his picture and imprint his features on your memory; that will mean more than memorizing the letters that make up his name, because the features of a man are the outer expression of his soul. Then find out what the president of Chile has accomplished; this will tell his mental capacities. Finally try to discover in what spirit he generally acts, and that will indicate his spiritual development. You have then come in contact with the real man, and whether or not you know the name by which people designate him is of no importance.

But the time for our lesson in geography is up now, and I think we have employed it well.

John: But we didn't speak of geography at all.

Teacher: You are right. Nevertheless I maintain that the time has been well spent even though we didn't speak of geography at all. This gives me an occasion, at the beginning of the year to explain in a word the aim of education. All subjects—geography, history, literature, mathematics—are only the toys on which our intelligence practices. Like toys they pass and disappear, and the only thing that remains is our intelligence that has grown by playing with the passing toys.

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HOME and SCHOOL

By DR. H. E. SMITH, College of Education, University of Alberta.

All over the land Home and School Associations are arranging programs for the fall and winter seasons. I would like to step into every initial meeting and see what is being done. But having no information in advance I am going to suggest what might be going on here and there.

Burton is a large elementary school enjoying the backing of a strong Home and School. The program committee presented, as the fruit of its summer's deliberations, the following suggestions for study group topics:

- (a) The family as a social institution past and present; patterns of courtship and marriage; conjugal and legal rights of spouses; status of children in different ages and in different societies; forces affecting modern family structure; etc.
- (b) Child care, training, and status in the families of different times, lands, and cultures. Compare with our own customs in these respects.
- (c) Provincial rules and regulations governing neglected and delinquent children; city and provincial practices regarding placement, adoption, institutional care, and the like; comparative merits of family or institutional placement; type and quality of our own institutions. Should institutions be abolished?
- (d) Puberty and adolescence in girls and boys; what changes occur physically, emotionally, intellectually, and in the pattern of interests; the storm and stress phenomenon; problems of treatment and guidance; emergence of a religious sentiment; the phantasy life; idealism and the jazz phase.
- (e) Child life in the Burton area; a map showing distribution of child population, of playgrounds and areas of danger points; location of organized groups such as scouts and guides; group affiliations of all children in the community; possibility of having every child belong to at least one organization.

In reply to a question from a member as to sources of study material, the president stated that the A.T.A. would gladly supply a bibliography on any topic and that numerous interesting books could be readily secured. A canvass of the interests of members showed that three of the topics, viz., (a), (d) and (e) commended themselves, and three study

groups were accordingly formed. It was decided that four general meetings to be held during the year would transact business, discuss current educational problems, and hear progress reports from the study groups. Eight teachers were present. Refreshments were served.

Nantucket is a rural high school with a Home and School membership of 23 including the two teachers. At the season's first meeting it was decided to reconvene on the first Tuesday of each month. Two major problems were to feature the year's activities. The first was to plan for landscaping the school grounds. This would necessitate securing information from experimental farms, departments of agriculture, and seed houses, and laying the scheme out in detail upon paper. The second project was to examine the high school curriculum with a view to discovering its resources in educating rural youth. Two small committees were struck and enjoined to get busy. Two students demonstrated their installation of a wind charger for the school radio battery. A background of music was provided to the informalities of coffee and doughnuts.

Centreton is a small village. The new teacher, Miss C, a young lady of social and educational vision, saw at a glance the prospect of a dull winter without community intervention. It

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was not difficult to spot two or three potential leaders. These were approached discreetly and infected with the isolationism antitoxin of Home and School. A promotion meeting was held and plans well laid for a citizens' meeting. The first public assembly was a decided success. Mayor Booster was in the chair. Mrs. Crafton presented the aims and purposes of a Home and School association. The slate of officers was duly elected and discussion opened on a year's program. It was decided to hold monthly meetings with forums, debates, and dramatic sketches featured. A committee was appointed to select topics, speakers, and players. Some leads were offered from the floor, viz., what about the possibility of getting together on a decent rink? Could we not have an evening's discussion on the Malvern Conference. (Business of inquiring glances!). Could we have the teacher tell us about this new-fangled education? Mr. Booster seem-

ed pleased. The meeting was adjourned and Miss C had made many promising contacts. From many points of view I think the Home and School is good business.

I would very much appreciate having from associations now functioning information as to the nature of their proposed activities for this fall.

The National office has published a sheet called Suggestions for 1941-42 Program. Write for your copy to National Home and School, Truro, N.S. Any person interested in forming a local should write our Provincial President, Mrs. T. K. Lockwood, 3615 7th St. W., Calgary.

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HOME ECONOMICS

By ADA A. LENT, Technical High School, Edmonton

OF MAJOR concern on the home front is the improvement and maintenance of a high standard of nutrition and health essential for the building of morale. Dr. E. V. McCollum, foremost biochemist on the American continent, assures us that "Food is the one single most important factor in health." Everywhere communities are facing the problem: "What to do with an inadequate amount of money to realize the highest nutritional returns?" This problem challenges even the expert. Certainly the average person appreciates all the help available.

Of assistance in solving the high-cost-of-food problem is the vegetable plate, always a pleasant variation in the healthy diet, and comparatively inexpensive.

Potatoes in some form or other are the mainstay of most meals, and the vegetable dinner is no exception. The way in which the potatoes are prepared depends largely on the manner in which the other vegetables are to be served. The accompanying menu illustrates how to take advantage of the oven for the dinner. Since scalloped tomatoes with salt pork are to be served, the potatoes are baked. Graham muffins are appetizing with this particular dinner, and they can be baked at the same time.

The other vegetable is cabbage, chosen not only for its great food value but also because it is especially cheap. It is cooked and served with cheese sauce, the cheese supplying the necessary protein which most vegetables lack.

Aside from the flavor, color, and variety which vegetables bring to a meal and which in themselves are

important, they are regarded from the standpoint of nutrition as excellent sources of minerals and vitamins. Calcium, phosphorus, and iron are some of the minerals to be found in vegetables and most likely to be lacking in the average diet.

Some adults have to acquire a taste for certain vegetables. "It is hard to teach an old dog new tricks," but comparatively easy to teach the young child to like all vegetables. A four months old baby can have strained vegetable soup and two or three months later a thick vegetable soup. Then sieved vegetables can follow the various vegetable flavors before his taste is highly developed and while low. In this way a child learns to like his food habits are being formed.

The aim in cooking vegetables should be to increase their palatability, retaining as much of the natural flavor, texture, and food value as is possible. In their natural colors and shapes vegetables look appetizing. Improper cooking, unfortunately, may change their whole appearance. Green vegetables, for instance, turn brown if overcooked.

With spinach and other greens add no water other than that which clings to the leaves after washing. The practice of adding baking soda to the vegetable water to keep the color is to be avoided. This destroys the vitamins and tends to soften the vegetable and make it mushy.

Red vegetables, like beets and red cabbage tend to bleed, but unlike the green ones, acid helps to hold the color, while an alkali causes it to fade. Yellow skinned onions, white cabbage, turnips, and celery, though almost colorless before heating, turn yellow in the presence of alkaline water. Overcooking causes them to

darken. The true yellow vegetables like carrots, squash, pumpkin, and rutabagas are stable in color and are affected neither by acid nor alkali.

All vegetables soften more or less in cooking. But they should be cooked only long enough to become tender so they will retain as much of their original texture as possible. The time varies with the vegetable and the method, but as a rule vegetables require much less cooking than they get.

Serve vegetables as soon as they are cooked. If it is necessary for them to stand for a time they should be removed from the water, no matter how small a quantity, and re-heated quickly just before serving.

Dinner Menu

Scalloped Tomatoes with Salt Pork
Boiled Cabbage, Cheese Sauce
Baked Potatoes
Graham Muffins

Tea (adults) Milk (children)

Recipes

Scalloped Tomatoes

1 No. 3 can tomatoes
½ cup finely diced salt pork
Salt
1 tablespoon chopped onion
1 cup dry bread crumbs
Pepper

Simmer the tomatoes and onions together about 10 minutes. Cook the salt pork until brown and crisp. Remove the pork and add the bread crumbs to the fat. Stir until well mixed. Mix the tomatoes and salt pork and season with salt and pepper to taste. Put a layer of crumbs into a greased baking dish, pour in the tomatoes, and cover with the remain-

ing crumbs. Bake in a hot oven until the crumbs are brown. Serve in the dish.

This is the type of material which might be used by home economics teachers in their talks or demonstrations given for community groups. We want your ideas too.

A HOME PROJECT

By ANNA M. GILLIS,
Home Economics Teacher, Edmonton

One home project which was carried out very successfully by a grade nine Homemaking class was the planting of flowers. This project was suggested by the hostess, as there were no flowers for the classroom. Four girls elected to carry this responsibility. The seeds were purchased by the girls with money raised at a home-cooking sale. At the seed store the girls asked many questions about the proper planting and care of the particular flowers chosen. At family conferences they reported progress and conducted excellent discussions on the planting and care of flowers. The flowers had to be started indoors in boxes. Last June a few blossoms were brought to school. Due to late school opening we will not be able to enjoy the flowers in the Homemaking room this fall; nevertheless, four girls have become very enthusiastic gardeners.

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The Banff French Summer School

BY GORDON J. MACKENZIE, *Stony Plain*

The Calgary Association of French Teachers can rightly feel the pride of achievement. Theirs was the vision, the initiative, and the drive which brought the Banff School of French into being. The second session, held in August of this year, attracted students from the four western provinces as well as reaching out to our good neighbors to the south of the line. With a longer session and a greatly increased enrollment the Banff French Summer School has already become an institution, an integral part of the Banff School of Fine Arts. Although teachers still form the backbone of the enrollment, others who love French for its cultural advantages are also being attracted. Salt Lake City was represented by a prominent teacher of music, and a distinguished jurist from Edmonton kept our capital city from being entirely unrepresented.

The school deserves the continued support of the teachers of Alberta. It can and will contribute much to the teaching of French as a living

language and to the improvement of spoken French in Western Canada. Those who have been in attendance have received such benefit that they will become missionaries and urge others to seize the advantages which the Banff French Summer School offers to teachers and students alike.

Looking back on a delightful holiday and a novel experience as a member of the school, the writer finds himself keen to try out new methods in the classroom. The increased vocabulary, the newly acquired fluency with the spoken language, the added confidence that comes from a knowledge that one's pronunciation is correct, all these make for more worthwhile effort in the classroom—because we who teach French know that in the main this subject has never been handled as a living language. The teaching of French is one of the weaker spots in our curriculum.

This year a real effort was made to furnish the proper environmental background for a successful French Summer School. Chalets were rented,

housing from 4 to 6 occupants each with a French-speaking hostess. Thus "parler français" became "de rigueur". Conversation was stimulated, corrected, and improved by the activities of the hostesses. And a good job they did, too. A French dining-room with a French-speaking cook all added to the French environment. If you wanted to eat you just had to talk French. A central meeting place or "foyer français" provided opportunity for sing-songs, discussion and sociable "get-togethers" in the evenings.

The Banff French Summer School was fortunate in again securing the services of Professor Albert L. Cru of Columbia University as director. He was assisted by Madame Yvonne Poirier of Lincoln Private School, New York City.

Two demonstration classes were provided: one, a group of beginners from grades 7 and 8 of the Banff School and an advanced group of high school students from Calgary, Rocky Mountain House, and Pincher Creek. Unfortunately, the provincial ban because of the poliomyelitis epidemic made it necessary to return most of these children to their homes, much to their disappointment. The ones fortunate enough to be 18 years old, all in the advanced group, enabled Professor Cru to show what a good teacher can do with good methods and good students. Full of

energy, witty, amiable, and easily adapting himself to conditions as he finds them, Professor Cru is an excellent teacher and does not spare himself in the classroom. He is greatly interested in the growth and progress of the French Summer School and is constantly seeking ways to improve its program. To those who are skeptical about the direct method of teaching French we can only say, "Come and see for yourself".

Professor Cru was ably assisted by Madame Poirier, a charming French-woman whose specialty is diction. Under her sympathetic and encouraging instruction, rapid progress was made by the whole group in pronunciation and in the fluent reading of French. To provide more personal instruction Madame Poirier divided her students into three groups instead of the two groups which were originally planned.

The daily program, Monday to Friday, was as follows:

9:00-9:40 a.m.—Demonstration class with beginners—Prof. Cru.
9:40-10:00 a.m.—French songs for everyone—Prof. Cru.
10:00-10:40 a.m.—Demonstration class with advanced students—Prof. Cru.
10:40-10:45 a.m.—Recess.
10:45-11:15 a.m.—(a) Lecture expliquée—Prof. Cru. (b) Diction—Mme. Poirier.

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11:15-11:45 a.m. — (a) Diction—
Mme. Poirier. (b) Lecture Expliquée—Prof. Cru.

11:45-12:20 noon — Diction — Mme. Poirier.

Monday, Wednesday and Friday, 3-4 p.m., Reading of French plays.

Tuesday and Thursday Afternoons free.

7:30-8:30 p.m.—Lectures on French Civilization—Mme. Poirier.

To dispell the idea that the Banff French Summer School was all work and no play, mention should be made of the sing songs in French in the "foyer français", and attendance at lectures, plays, etc., put on by the Banff School of Fine Arts. Nor must we forget the hike to Sundance Canyon, the ascent of Sulphur Mountain, the motor trip to Lake Louise, etc. Towards the end of the session an evening was devoted to a "soirée française" at which members of the school entertained the group with a French play, readings, and musical numbers.

At a business meeting the following executive was elected for the ensuing year.

Honorary President, Hon. Mr. Justice Ford, D.C.L., Edmonton; president, Miss E. Catherine Barclay, Calgary; first vice-president, Gordon J. MacKenzie, Stony Plain; second vice-president, Harry C. Clark, Edmonton; secretary, Miss Alice M. Howson, Calgary.

District Representatives:

Mr. L. Harper, Vermilion; Miss Isabel Landels, Lethbridge; Miss Margaret Fraser, Rocky Mountain House. Committees were struck to look after Publicity, Curriculum, Housing and Dining Facilities and Scholarships.

Next year it is proposed to award three scholarships in connection with the Banff French Summer School. These will consist of free tuition at the school and are valued at \$30.00 each. They will be awarded as follows:

1. Junior Class—To be awarded to a high school or normal student.

2. Senior Class—To be awarded to a university undergraduate or to a non-graduate teacher actually in the field.

3. Advanced Class—To be awarded to a graduate student or teacher, particularly to one who is studying for a Master's degree in French.

Candidates for these scholarships will be required to write an essay in French on a subject to be announced later which will be the basis of the award.

Even at this early date arrangements are being made for the 1942 session of the school. Those planning to attend or wishing further information are asked to get in touch with the Secretary, Miss Alice M. Howson, 324 Alberta Corner, Calgary, Alberta.

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Industrial Arts



Designing Small Transformers

By John Liebe and Bob Rae

Transformers are usually designed by an electrical engineer, adviser to an electrical firm. Even an expert electrician is not, as a rule, expected to design a transformer for a stated purpose. So it is not at all surprising that most shop instructors are quite satisfied with using ready-made transformer designs. There is no doubt that it saves much time and trouble if one can say to a student: Here is a good design for a small utility transformer that delivers 20 volts. The primary has 1100 turns of No. 30 wire, the secondary requires 200 turns of No. 20 wire; further cut 120 laminations 1" by $1\frac{1}{4}$ ", and 120 laminations 1" by $2\frac{1}{2}$ ". The boy falls to work at once, and when the transformer is completed he finds to his surprise that a voltmeter, when connected to the secondary, shows indeed about 20 volts. If he is inquisitive he will ask: How do you know there have to be 1100 turns? The busy instructor seldom has the time to go into a rather long mathematical calculation, and even if he has, the chances are he is not any too familiar with the formulas of electromagnetic induction to step to the black-board right away. So he might as well be honest and say: I got these figures from Willoughby 'Essentials of Electrical Work', page 120.¹ If then the eager boy actually opens that book, he will at least know what he is up against. But there are moments when an instructor cannot back out as easily as that. Suppose a student has made an electric burning pencil which works from a 2-volt wet cell. He cannot afford to have the

cell charged all the time and gets the bright idea of building a transformer which will enable him to run his pen from a light socket while daddy is, of course, paying the bill. A few toy transformers are tried, but the nichrome tip of the pen will not glow red hot.² Finally the instructor promises to look something up, but he cannot find specifications for a burning pen transformer anywhere in his literature. What is he to do? He will have to learn how to design a small transformer.

A teacher who wants to go into the matter thoroughly will have to do some reading, but he should realize that electrical designing always starts from an experimental basis. In order to make this description as practical as possible, we shall assume that a pen has been built with a tip $1\frac{1}{4}$ " long, made from No. 22 nichrome wire. We first have to find out exactly what voltage and amperage is required to bring such a tip to a red glow without getting too close to the melting point of nichrome. If the required measuring instruments are not available or if the instructor is not accustomed to electrical testing, it is a good plan to get the help of someone who has worked in the electrical trade. The writers of this article found that such co-operation can be mutually stimulating. We connected the pen to a 2-volt supply and found that it got too hot, indicating that the voltage was too high. So we inserted 30 feet of heavy wire as a resistance in series with the pen, in order to cut the voltage down. When we again connected the pen with the resistance to the 2-volt supply it did not get hot enough. So we shortened the magnet wire resistance

¹ Publ. 1927, The Manual Arts Press, Peoria, Ill.

² How an electric burning pencil may be adapted to a toy transformer is explained in the Alberta Industrial Arts Magazine, March 1941, work sketch 5.

by a few feet. We repeated this procedure several times until the tip came to the desired glow. Next we connected a voltmeter in parallel to the pen and an ammeter in series with the pen, and found that 1.6 volts and 10 amps produced the best operating temperature for our electric pen.

We know now what we want to build: a 16 watt transformer which steps the voltage down from 110 volts to 1.6 volts. The method of calculating the specifications of a transformer can be studied in books such as Stoller, Austin, and Seeger 'Small Motors, Transformers, and Electro-magnets'.³ The shop instructor, however, may get confused by the variety of calculations which are presented in thorough treatises on transformer design. So we advise him to begin with a short cut. Reliable calculation tables are given in an article by Clyde A. Crowley in Popular Mechanics Shop Notes, 1933, pp. 198-204.⁴ With the help of Crowley's tables we calculate as follows:

1. Choose between the shell-type and the core-type transformer. For the present purpose we select the shell-type which requires less copper.
2. Calculate the primary wattage. If the transformer is 85 per cent efficient and the secondary wattage is 16, the primary wattage = $16 \times 100 \div 85 = 18.83$.
3. Find the design number and primary wire size from the table of design numbers. This table gives 3.87 as the design number for 15 watts and 4.47 as the design number for 20 watts. Since the difference between these design numbers is .60 or .12

per watt, the design number for 19 watts is 4.35. For our 18.83 watt transformer we shall use the design number 4.34. The corresponding primary wire size in the table is No. 28.

4. Find the primary turns from table 1. Since the table begins with 50 watts, follow the instructions given at the bottom of this table: Primary turns = $2600 \div$ design number; or $2600 \div 4.34 =$ about 600.

5. Calculate the secondary wire size as follows: secondary amperage times 750 = circular mills of secondary wire; or $10 \times 750 = 7500$ circular mills. Refer to table 6 which shows that No. 12 has 6530 circular mills, and No. 11 has 8234 circular mills. To be on the safe side we take No. 11.

6. Calculate the secondary turns as follows: secondary voltage times the figure for 'turns per volt' given in table 1. According to instructions at the bottom of table 1, 'turns per volt' = $24 \div$ design number; or $24 \div 4.34 = 5.58$. Secondary turns equals secondary voltage times 'turns per volt', or $1.6 \times 5.58 =$ about 9.

7. Find the cross-sectional area of the core. According to instructions at the bottom of table 1, cross-sectional area equals .29 times design number, or $.29 \times 4.34 = 1.26$ or about $1\frac{1}{4}$ sq. ins.

8. Find the size of the laminations. For school purposes it is safest to complete the coil first and determine afterwards how big the core windows should be. For shell-type transformers both primary and secondary windings are wound in one coil. Since the cross-sectional area is 1" by $1\frac{1}{4}$ "

³ Publ. 1938. American Technical Society, Chicago.
⁴ Popular Mechanics Press, Chicago.

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(i.e. $1\frac{1}{4}$ sq. ins.), the winding form should be a trifle larger, say $1\frac{1}{8}$ " by $1\frac{1}{8}$ ". If the coil is $\frac{1}{8}$ " long and each window is 1 sq. inch the overall size of the core is $1\frac{1}{4}$ " by 3" by 5". If the core be made of stove pipe iron (No. 26), it will have to consist of 75 laminations 1" by 3" and of 375 laminations 1" by 2".⁵

We may now summarize the specifications. Primary: 600 turns of No. 28 wire; secondary 9 turns of No. 11 wire; Core: shell type with cross section of $1\frac{1}{4}$ sq. ins., two windows 1 sq. inch each, and an overall size of 3" by 5".

This transformer does not heat, even when used for hours, while the tip of the pen remains constantly at a uniform, red glow. An intelligent instructor and his brightest pupils would like to know how Mr. Crowley could compile so accurate tables for

designing transformers. In next month's issue we shall try to find the specifications of our burning pen transformer from the basic formula of electro-magnetic induction which, in one form or another, is the starting point for all transformer design namely $N = 100,000,000$

$E = B \times A \times f \times 4.44$.

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⁵ For sketches which illustrate our burning-pen transformer see Alberta Industrial Arts Magazine, December, 1941.

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A series of eight talks on Child Guidance to be presented on Tuesdays from November 4th to December 23rd inclusive, over the CBC network, at 2 p.m. Mountain Standard Time.

The programmes are as follows:

November 4th—

"Wartime Aims in Child Training".
Speaker: Dr. C. M. Hincks, General Director, National Committee for Mental Hygiene, Canada.

November 11th—

"The Emotional Needs of the Child".
Speaker: S. R. Laycock, Professor of Educational Psychology, College of Education, University of Saskatchewan.

November 18th—

"Training for Self Discipline".
Speaker: H. E. Smith, Associate Professor of Educational Psychology, College of Education, University of Alberta.

November 25th—

"The Child and His Parents".
Speaker: Dr. C. M. Hincks, General Director, National Committee for Mental Hygiene, Canada.

December 2nd—

"Home and School Partnership".

Speaker: S. R. Laycock, Professor of Educational Psychology, College of Education, University of Saskatchewan.

December 9th—

"The Child's Physical Health".

Speaker: Dr. Grant Fleming, Chairman, Department of Public Health and Preventive Medicine, McGill University.

December 16th—

"The Child and His Future".

Speaker: H. B. King, Chief Inspector of Schools, Provincial Department of Education, Victoria, B.C.

December 23rd—

"The Child and His War Service".

Speaker: Dr. C. M. Hincks, General Director, National Committee for Mental Hygiene, Canada.

At the end of this series, the eight talks on "The Child in Wartime" will be published in pamphlet form and distributed free on request by the National Committee for Mental Hygiene, Canada, 111 St. George Street, Toronto. This is the first authoritative pamphlet on Child Guidance to be issued since the outbreak of war in Canada.



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Obituary

HUBERT BRYCE LOVE

Hubert Bryce Love, B.A., of 904 38th Ave. W., Calgary, died on August 8th, at Macleod, after a brief illness.

Mr. Love joined the Administrative Branch of the Air Force on May 19th last. He was stationed at Macleod. During the last World War he also enlisted, but did not serve overseas. He was attending university at Queen's at the time, and came in under their shortened course preparatory to active service in Europe. But the war ended before his graduation.

His early education was obtained in Athens, Ontario, and in Brockville. Later he attended Queen's University where he received a B.A., majoring in English and Economics.

Before taking up teaching, he was an auditor of the Lake of the Woods Milling Co. Even during his years of teaching, he did auditing for various firms in Calgary. He had a keen mind, and was an exceptionally good book-keeper.

In the fall of 1923 he came to Calgary and joined the staff of the Commercial High School. He taught there until the Commercial Department was transferred to Western Canada High School three years ago. It was from Western Canada he enlisted last May.

He had a book published, "Study Plans for High School Bookkeeping", which is used in Alberta. He also had partly written another book. This too is along bookkeeping lines.

His interests were many and varied, including golf, carpentering, stamp collecting, gardening. He was very fond of his home. In 1926 he married Isabel G. Duncan. Their two

small daughters contributed much to his happiness.

For years he taught bookkeeping at night school and summer school in Calgary. He was an outstanding instructor in this subject.

Quite typical of his interest in the students was the gold-hunting expedition on which he took about 50 youngsters. That was about ten years ago near Cranbrook. Though they returned minus the object of their search, they had a never-to-be-forgotten holiday. He was popular with students and teachers alike. In his passing, education has indeed suffered a real loss.

Mr. Love's father was a well-known citizen of Lyndhurst, Ont. His mother (nee Eleanor Wilkie) still resides at Lyndhurst. Also surviving him are two brothers and two sisters in Ontario, and his wife and two small daughters in Calgary.

ATTENTION TEACHERS OF ART

An open competition is being sponsored by The Art Gallery of Toronto in order to make available to the Government the artistic talent of anyone residing in Canada, students included, for the promotion of the Canadian War Effort. You are invited to submit effective War Posters for judgment.

Complete information regarding the rules, awards, etc. of the War Posters competition, which closes at midnight, Tuesday, November 4, 1941, may be obtained from The Art Gallery of Toronto, Grange Park, Toronto 2.

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Alkali.

Brunner Mond Co. Canadian Ltd., Amherstburg, Ontario. (Chart — "Alkali Tree")

Aluminum.

Aluminum Co. of Canada, 155 Sterling Road, Toronto 3, Ontario. (Booklet—"Canadian Aluminum Industry". Ore Exhibit—50c)

Asbestos.

Canadian Johns-Manville Co. Ltd., Asbestos, Quebec. (Booklet—"Story of Asbestos")

Atlas.

Dept. of Immigration and Colonization, Ottawa, Canada. (Canadian Descriptive Atlas—80 pages)

Bananas.

Educational Department, United Fruit Company, Boston, Mass. (Booklet)

Birds.

National Parks Branch, Dept. of Interior, Ottawa, Canada. (Pamphlets—1. Birds, 2. Construction of bird houses)

Books.

The Librarian, Calgary Public Library, Calgary, Alberta. (Discarded books—give ages, number of pupils, type of books) The Librarian, Dept. of Extension, University of Alberta, Edmonton, Alberta. (Discarded books)

Canada Year Book.

Dominion Bureau of Statistics, Ottawa, Canada. (Canada Year Book—50c. "A Fact a Day About Canada"—monthly—1 year subscription—25c)

Cellophane.

Canadian Industries, Cellophane Division, Box 1260, Montreal, Quebec. (Booklet—"Cellophane")

Children of all Nations.

Canadian Shredded Wheat Co. Ltd., 202 King Street E., Toronto, Ontario. (Chart, Folders, Picture set "Boys and Girls of all Nations")

Chocolate.

J. S. Fry Co., 2025 Mason Street, Montreal, Quebec. (Chart—"Cocoa and Chocolate")

Rowntree Company Ltd., 72 Sterling Road, Montreal, P.Q. (Story of Cocoa and Chocolate)

Cloth.

Penman's Ltd., Paris, Ont. (Chart of wool, cotton fibres and yarn)

Coal.

Kopper's Construction Co., Pittsburgh, Pa. (Chart—"Coal Products Tree")

Cocoons.

Belding-Corticelli Ltd., Box 120, Montreal, P.Q. (Booklets. Sample Cocoons—10c)

Coffee.

American Can Company, Home Economics Dept., 230 Park Avenue, New York, N.Y. (Pamphlet—"Story of Coffee")

National Federation of Coffee Growers of Columbia, New York City, N.Y. (Booklet—"Land of Coffee")

Cotton.

Canadian Spool Cotton Co., P.O. Box 519, Montreal, P.Q. (Booklet—"Story of Cotton Thread")

Craft Guilds.

Fisher Body Corporation, General Motors, Detroit, Mich. (Booklet—"Craft Guilds—History and Influence")

Dinosaur.

Junior Board of Trade, Drumheller, Alberta. (Booklet—"Dinosaur Hunting")

Flour.

Western Canada Flour Mills Co., Winnipeg, Manitoba. (Booklet) Robin Hood Flour Mills, Calgary, Alberta. (Booklet, Sample, Milling Chart)

Food.

Libby, McNeill & Libby, Food Products, Chicago, Ill. (Booklets)

Fruit.

California Fruit Growers Exchange, Box 550, Station C, Los Angeles, Calif. (Pamphlets, Charts, Map of California)

Health Charts.

Educational Dept., Lever Bros. Ltd., 299 Eastern Avenue, Toronto, Ont. (Classroom Charts, wash charts and soap samples for each pupil—state number)

Health Folders.

Kellogg's, London, Ontario (Food and health folders)

Ink.

Parker Fountain Pen Co. Ltd., 154-158 University Avenue, Toronto 2, Ont. (Article—"Romance of Quink")

Leather.

Tanner's Council of America, 100 Gold Street, New York, N.Y. (Booklet—"Romance of Leather")

Magazines.

National Geographic Society, School Service Department, Washington, D.C. (10 numbers of old issues—50c. Must affirm these are for school use only)

Maps.

Automotive Industries of Canada, 1006 Lumsden Building, Toronto 2, Ont. (Animated maps of each Province. Pamphlets on Canadian Industries)

Neiison Chocolate Co., Toronto, Ont. (Map of World—Order signed by Sec-Treas.)

Good Roads Board, Dept. of Public Works, Winnipeg, Man. (Map)

Matches.

E. B. Eddy Co., Hull P.Q. (Samples)

Meats.

Armour's Livestock Bureau, Union Stock Yards, Chicago, Ill. (Booklets)

Mining.

Consolidated Mining & Smelting Co. Ltd., Trail, B.C. (Chart, Booklets, Samples)

Nickel.

International Nickel Co. of Canada, Copper Cliff, Ontario. (Booklet—"Nickel" Samples of Ore)

Oats.

Quaker Oats Co., School Health Service, Peterborough, Ontario. (Samples)

Oil.

Imperial Oil Co., Toronto, Ont. (Magazine "Imperial Oil Review")

Department of Lands and Mines, Ottawa, Canada. (Booklet—"History of Alberta Oil")

Tools, Pest & Co. Ltd., Calgary, Alberta. (Booklet—"The Investor Looks at Oil")

Parks.

Department of Mines & Resources, La belle Building, Ottawa, Canada. (Booklet—"National Parks of Canada")

Pens.

L. E. Waterman Co. Ltd., St. James St., Montreal, P.Q. (Booklets, Display)

People.

Quaker Oats Co., Saskatoon, Sask. (Picture Sets "People of All Lands")

Pineapple.

Dole Pineapple Co., Market Street, San Francisco. (Booklets)

Provinces.

Department of Interior, Ottawa, Canada. (Booklet on each Province, National Parks, Glaciers, etc)

Rayon.

Courtauld's (Canada) Ltd., Cornwall, Ont. (Booklet—"Book of Rayon")

Rope.

Plymouth Cordage Co., Box 760 Welland, Ont. ("Story of Rope")

Rubber.

Central Agencies Ltd., Box 519, Montreal, P.Q. (Booklet—"Story of Rubber")

Goodyear Tire & Rubber Co., New Toronto, Ont. (Tire Display, Story of Tire)

Dominion Tire Factory, Kitchener, Ont. (Booklet—"Rubber Exhibit")

Salt.

Canadian Industries Ltd., Windsor Salt Section, Windsor, Ontario. (Booklet—"Salt")

Science.

Canadian Industries Ltd., Head Office, Montreal, P.Q. (C.I.L. Oval—four times a year—free)

Scrapbooks and Songsheets.

Circulation Department, Calgary Herald, Calgary. (Free Scrapbooks and song sheets)

Starch.

Canadian Starch Co. Ltd., 637 Craig St. West, Montreal, P.Q. (Display—"Mfg. of Starch", Booklet—"Kernel of Corn")

Sugar.

Educational Department, California & Hawaii Sugar Refining Corp. Ltd., Matsen Building, Market Street, San Francisco, Calif. (Booklet—"Something About Sugar")

Oahu Sugar Co., Waipahu, Oahu, Hawaii, U.S.A. (Units of Study—10c. Map of Islands)

Canadian Sugar Factories Ltd., Raymond, Alberta. (Booklet—"Energy for Breakfast")

Hawaiian Sugar Planters' Association, Honolulu, Territory of Hawaii, U.S.A. (Booklet—"King Cane")

Tea.

Salada Tea Co. of Canada Ltd., 459-763 King Street West, Toronto 2, Ontario. (Pamphlet—"Story of Tea Plant")

India Tea Association, 21 Mincing Lane, London, Ontario. (Pamphlets)

Teeth.

Bristol Moyers Co. of Canada Ltd., 1289 Benoit Street, Montreal, Quebec. (Chart—Gum Massage. Booklet)

Telephone.

American Telephone and Telegraph Co., Information Department, 195 Broadway, New York, N.Y. (Booklet—"Telephone's Message")

Television.

Bell Telephone Laboratories, 462 West Street, New York, N.Y. (Booklet—"Through the Electrical Eye")

Transportation.

General Motors Corporation, Detroit, Mich., U.S.A. (Booklets—"Transportation Progress", "Outline History")

Trees.

Dominion Forest Service, Dept. of Mines & Resources, Ottawa, Canada. (Pamphlets on Canadian Trees. Colored Map of Canadian Vegetation)

Twine.

International Harvester Co., Hamilton, Ont. ("Story of Twine", List of Publications)

Units of Study.

Grolier Society Ltd., Federal Building, Toronto 2, Ontario. (Units of Study—Bats, Wool, Sponges, Earth, First Aid, Edward VIII)

Wheat.

Alberta Wheat Pool, Calgary, Alberta. (Booklet, "Story of Wheat 1940")

Canadian Shredded Wheat Co., 202 King St. E., Toronto, Ontario. (Chart, Folder)

Wood.

Forest Products Laboratories of Canada, Ottawa, Canada. (Samples of Wood—\$1.00)

Wool.

Jaeger Co., 2050 Bloor Street, Montreal, P.Q. (Advertising Material)

Monarch Knitting Co., Dunnville, Ont. ("Story of Wool", Chart)

Addresses where one may obtain lists of material and publications.

American Child Health Association, 50 West 50th Street, New York, N.Y. (List of Publications)

American Medical Association, 535 Dearborn Street, Toronto, Ontario. (List of Publications)

Canada Life Assurance Co., Home Office, Toronto, Ont. (List of Booklets)

Canadian Tuberculosis Association, Plaza Building, Ottawa, Canada. (List of Booklets on Health Topics)

Canadian Welfare Council, Council House, Ottawa, Canada. (List of sources of Free Health Material)

Colgate-Palmolive Peet Co. Ltd., 64 Natalie Street, Toronto, Ont. (List of samples)

Department of Interior, Ottawa, Canada. (List of Publications)

Department of Mines & Natural Resources, Labelle Building, Ottawa, Canada. (List of Maps. List of Publications)

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Department of Pensions & National Health, Ottawa, Canada. (List of Publications)
 Dominion Live Stock Branch, Ottawa, Canada. (List of Pamphlets)
 Industrial Accident Prevention Association, 600 Bay Street, Toronto, Ont. (List of Bulletins)
 Metropolitan Life Insurance Co. Ltd., Head Office, Ottawa, Canada. (List of Booklets)
 National Education Association, 1201, 16th Street, N.W., Washington, D.C. (List of Publications)
 National Child Welfare Assoc. Inc., 70 5th Avenue, New York, N.Y. (Catalogue of Posters)
 Superintendent of Documents, Washington, D.C. (Price List of Booklets)

Addresses of Travel Agencies or Departments who give helpful information and pictorial material on numerous parts of the World.

Australian Trade Commissioner, 15 King St. West, Toronto, Ont. (Booklets, Maps); Bureau of Information, Government of Nova Scotia, Halifax, N.S. (Booklets, Map); Bureau of Provincial Information, Parliament Buildings, Victoria, B.C. (Booklets); Bureau of Publications, Legislative Buildings, Regina, Sask. (Booklets, Map); Clys Mallory Lines, 545 Fifth Avenue, New York City (Havana, Miami); Cunard Anchor Lines, 25 Broadway, New York City, N.Y. (Africa); Czechoslovak Consulate, 22 Front Street, Toronto, Ont. (Folders, Booklets)

General Passenger Agent, Union Pacific System, Omaha, Nebraska. (California—Western Wonderlands)
 Greyhound Lines, Calgary, Alberta. (Booklets)
 Japanese Trade Commissioner, Japanese Legation, Ottawa, Canada. (Illustrated material on Japan)
 Netherlands Consulate, 100 Adelaide Street West, Toronto, Ont. (Booklets)
 New Brunswick Gov't Bureau of Information, St. John, N.B. (Booklets)
 New Zealand Trade & Tourist Commissioner, Canada Permanent Building, 820 Bay St., Toronto 2, Ont. (Folders on New Zealand)
 Pan American Union, Washington, D.C. (List of Publications)
 Passenger Traffic Department, United Fruit Company, Room 1624, 17 Battery Place, New York City, N.Y. ("Golden Caribbean")
 Raymond-Whitcomb, 126 Newbury Street, Boston, Mass. (Mediterranean Cruise, Round World Cruise, West Indies Cruise, South American Cruise, etc.)
 South Africa Travel Bureau, Room 657, 11 Broadway, New York City, N.Y. (South Africa)
 Tourist Bureau, Parliament Buildings, Quebec. (Booklets, Maps)
 Travel and Industrial Development Assoc. of Great Britain and Ireland, British Empire Building, New York, N.Y. (Booklets—"British Isles", etc.)
 NOTE: 1. Use blank 2c post cards for economy.
 2. State that materials requested are for educational purposes.

CALGARY SUMMER SCHOOL STUDENTS' ASSOCIATION, 1941 FINANCIAL STATEMENT

Receipts	
Balance from 1940	\$126.96
Fees, 1941	376.00
Total Receipts	
Expenditures	
Dances	\$129.97
Picnic	45.03
Tennis Courts	40.00
Athletics	37.20
Telephone	3.50
Newspaper subscription90
Printing	
S.A. Cards	3.24
Daily Bulletin	8.05
Honoraria	50.00
Miscellaneous	3.35
\$321.24	

Balance forward to 1942 .. \$181.72
 Audited and certified correct,
 Aug. 6, 1941.
 (Signed) P. E. PARKER.
 Bank balance Sept. 3, 1941 .. \$181.72
 No cheques outstanding.
 WM. A. BAILLIE,
 Treasurer.
 W. H. SWIFT,
 Director.

REPORT OF HUSSAR SUB-LOCAL

Officers for the 1940-41 term were as follows: President, Wm. Stewart; vice-president, Mrs. Annie Derrick; secretary, Miss Drummond; reporter, Miss E. Kidd.

The meeting was held at Hussar on April 9, 1941. Festival phases were discussed. The coming Sports Meet was discussed in brief. A committee composed of Mr. Walls, Mr. Stewart, and Miss Kidd, was appointed to arrange the program for the Sports Meet. Miss Lois Nelson gave a report on the Convention which was held in Calgary. Miss Marian Sanden spoke on, "Enterprise in Division I," in which she brought out the idea that the teacher should be the pivot around which the children work. Miss Eleanor Kidd discussed, "Geology for the Grade Eight Student," showing a simple collection of rocks with which the student should be familiar. Miss Yvette Ricard gave the teachers a few practical hints on Speech Training. The meeting was adjourned. After the meeting lunch was served at the home of Mrs. Derrick.

At the last meeting of the Local, the Sports Meet was arranged. Other problems relating to the Local itself were discussed. After the meeting was adjourned lunch was served at the home of Miss Lois Nelson. Miss Marian Sanden and Miss Yvette Ricard convened.

**COMPLIMENTS
OF
ZELLER'S
EDMONTON**

Letter to the Editor

Dear Sir:

It is being clearly recognized by most of the world's thinking population that if the tremendous co-operative forces of war-time effort were put into effect in times of peace, our peoples would be much nearer the "Utopia" of which our poets and thinkers dream.

It is God's law that "The iniquity of the fathers shall be visited upon the children even unto the third and fourth generation." But is it not also true that the good of the fathers is visited upon the children even unto the end of eternity? In the hands of educators today lies the shaping of future mankind. Their heritage will be a world in need of rebuilding. They will have not even worn out tools to start this tremendous task, but, like man at the dawn of civilization, must invent their own. It is therefore the mighty task of Education to train their minds in self-reliance, inventiveness, openness, far-sightedness, courage and confidence in their own abilities.

Furthermore, it is our duty to plant in them the seeds of a great incentive, an incentive so great that it will call out this powerful co-operative force in peace time.

I think it is a wonderful thing that our splendid democratic system of education is going forward in Alberta even though the Old World is in the toils of Earth's most terrible war.

History's story is the recurrent conquering of civilization by barbarian forces, the assimilation of the barbarians into the civilization resulting in a rise to new heights of civilization. Germany is now the barbarian, clothed not in skins, but in false doctrines, armed not with clubs and spears but with a new code of rules which is abhorrent to us. Should they win, they will drag us back into darkness; should they lose, the world will still be broken and crushed.

We must start the preparation of our Youth to cast up a guard against this seeming law of History, for according to this law our new world, the civilization of tomorrow, will be the next to suffer from the weight of its inevitable hand.

But is it "inevitable"? Should our children's only hope be that they shall live to send their sons to war? Can we not train a race of people who can defeat this law by settling differences on the Forum rather than on the battlefield, nay, even erase the basic causes of differences among the nations of the world?

At a recent small convention, we teachers were discussing how Social Studies should be taught regarding world affairs, politics, etc., in other words, how much should students be told. In the true spirit of the progressive school it was agreed that they should acquire a lively interest in international affairs but much caution was shown by teachers oppressed by many years under the old rule that politics were taboo in school. It is true that political opinions and individual interpretations of the events of the day are biased, but as we are men, subject to the weaknesses of men, does even the backing of a long page of statistics cause an opinion to be entirely unbiased? If our young people are to face the exigencies of years to come they must be armed with the complete truth and all available knowledge for the World of Tomorrow will not be recognizable in the light of standards Today.

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Each side in the present contest has its good and its faults although we firmly believe that ours is the side of Right. Some will claim that knowing the weaknesses of our Empire we will lose faith in it and cause it to decay. Are affections lost and ruptures formed when the child reaches maturity and realizes his parents are not the demigods he once thought they were? Half truths are holes in our armor of self defence.

The meaning of Democracy and of the "isms" that rule Europe and Asia today should be thoroughly understood and the full meaning of being a citizen in a democracy, with its attendant privileges and duties, brought out of the limbo into which the apathy of the masses has cast it. This is the task of gigantic proportions that faces Education today. It is not an impossible one. Only when it has been accomplished shall the true "Brotherhood of Man" arise "with healing in its wings".

To change the subject, I got a thrill the other day when I suddenly realized that when teaching Art, Music and the Dance that I was not only putting enjoyment and beauty into the lives of my youngsters and possibly developing a future artist or two, but that I was creating a place in the world for those artists by educating a public for them in larger numbers than have yet existed.

Yours truly,

LOUISE HELMERS.

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